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ABSTRACT

Approximately 115 lessons for increasing third grade students' safety knowledge and skills as pedestrians, as auto and school bus passengers, and as operators of bicycles are provided in this traffic safety curriculum. One third of the curriculum focuses on perceptual safety activities for young pedestrians, including lessons on visual and auditory discrimination in general and lessons on distance judgment, and light and reflective materials in particular. The remainder of the curriculum consists of lesson material concerning school bus, bicycle, auto passenger and school environment pedestrian safety. Among these four activity areas, auto passenger safety activities are emphasized. Throughout the document, safety concepts and skills are taught through art, math, music, physical education, reading, science and social studies lessons. Ideas for the bulletin board are offered. While the lessons are arranged sequentially, they also can be used selectively. Additional features of the curriculum are (1) a pretest for perception of directionality; (2) approximately 55 masters that can be reproduced for classroom use; (3) a cross reference list enabling the teacher to select activities in terms of safety area, integrated subjects, type of activity and/or type of skill taught; (4) a bibliography citing films and filmstrips, teacher preparation books and materials, games and children's books, and curriculum and instructional materials; (5) a list of resource persons; and (6) learning activity and film evaluation forms. (Author/RH)

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SIS

INTERDISCIPLINARY TRAFFIC SAFETY INSTRUCTIONAL SYSTEM

SIS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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SERIES III

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PRELUDE

THIS SAFETY EDUCATION PROGRAM ENCOMPASSES THE LATEST METHODS OF THE FUNCTIONAL, VISUAL PERCEPTUAL MOTOR APPROACH TO LEARNING. IT UTILIZES THE DISCIPLINES OF EDUCATION, PSYCHOLOGY, OPTOMETRY AND OTHER RELATED FIELDS. IT TAKES INTO ACCOUNT HOW CHILDREN LEARN THE CONCEPTS AND PRECEPTS THAT THEY MUST RELY ON DAILY, IN ORDER TO SAFELY AND SUCCESSFULLY SURVIVE IN A COMPLEX ADULT-ENGINEERED TRAFFIC WORLD.

THE SURVIVAL, SAFETY AND SUCCESS OF CHILDREN DEPENDS NOT SO MUCH ON KNOWING A SET OF RULES OR REGULATIONS ABOUT SAFETY, BUT BY A SYSTEMATIC PROCESS OF IDENTIFYING, PREDICTING, DECIDING AND EXECUTING A SPECIFIC BEHAVIOR WHEN CONFRONTED WITH A POTENTIALLY DANGEROUS SITUATION. THE CHILD MUST FIRST IDENTIFY THE HAZARD, PREDICT WHAT WILL OCCUR IF CERTAIN ACTIONS ARE TAKEN OR NOT TAKEN AND THEN, BY CALLING ON STORED MEMORY OF PAST EXPERIENCES, CORRECTLY DECIDE ON AN APPROPRIATE ACTION. FINALLY, HE MUST THEN EXECUTE THE BEST ACTION OR REACTION TO SUCCESSFULLY MANAGE THE ENCOUNTER. THESE ENCOUNTERS OCCUR AS CHILDREN ATTEMPT TO CROSS INTERSECTIONS, RIDE IN THE FAMILY AUTO OR ON THE SCHOOL BUS. THEY HAPPEN IN THE HOME AS WELL AS THE SCHOOL ENVIRONMENT, IN THE PLAYGROUND, ATHLETIC FIELDS AND WHEN RIDING BICYCLES AND MOTOR EQUIPMENT. THIS PROCESS OF IDENTIFYING, PREDICTING, DECIDING AND EXECUTING IS LARGELY TRIGGERED BY VISUAL INPUTS IN ORDER TO CEREBRALLY MATCH DATA WITH STORED MEMORY TRACES THAT HAVE BEEN ALSO VISUALLY ACQUIRED.

ALTHOUGH WE RECEIVE INFORMATION FROM OTHER SENSE MODALITIES SUCH AS HEARING, TOUCH, TASTE AND SMELL, EIGHTY FIVE PER CENT OF THE INFORMATION WE HAVE OF THE WORLD AROUND US IS ACQUIRED THROUGH VISION. VISION MONITORS AND VERIFIES THE OTHER SENSE DATA. WE ARE AWARE THEN OF THE CERTITUDE OF ARNOLD GESSELL'S STATEMENT, "VISION IS THE DOMINANT SENSE..IN ORDER TO KNOW THE CHILD, WE MUST KNOW HIS VISION." IT WAS ARISTOTLE WHO SAID THAT THERE IS NOTHING IN THE MIND THAT DIDN'T COME THROUGH THE SENSES. CHARDIN'S ADAGE, "TO SEE OR TO PERISH",[2] EXEMPLIFIES THE IMPORTANCE OF VISION FOR SURVIVAL. SURVIVAL AND SEEING ARE CLOSELY LINKED TODAY AS WAS FOR OUR PROGENITORS WHO SUCCESSFULLY SLEW THE SABER TOOTH TIGER.

MANY INDIVIDUALS HAVE MADE SIGNIFICANT CONTRIBUTIONS TOWARD UNDERSTANDING THE ROLE OF VISION AND ITS RELATION TO THE LEARNING PROCESS. SOME OF THE MOST OUTSTANDING PEOPLE ARE: G. N. GETMAN*, A. M. SKEFFINGTON, GEORGE CROW, HARRY FOUG, SAMUEL RENSHAW, N. C. KEPHART, DARELL BOYD HARMON, ROBERT KRASKIN, FLORENCE SUTPHIN, R. C. OREM, RAY C. WUNDERLICK, AND MANY OTHERS. THEY ALL EMPHASIZE THAT VISION IS LEARNED AND HAS A NECESSARY MOTOR COMPONENT. THE LATEST INTERPRETERS OF THE WRITINGS OF JEAN PIAGET * STRONGLY ENDORSE THE THRUST OF EDUCATION IN THIS DIRECTION. WE OWE A DEBT TO THE PROFESSIONALS TODAY WHO ARE CONCERNED ABOUT LEARNING AND HOW BEST TO ARRANGE CONDITIONS FOR LEARNING TO OCCUR. THEY DARED TO TAKE A NEW TACT, AND FOLLOW CONVICTIONS BASED UPON SOUND PRINCIPLES.

IT BEHOOVES US WHO HAVE CLASSROOM AND CLINICAL RESPONSIBILITIES TO BRING THE BEST METHODS AND TECHNIQUES TO OUR CHILDREN. WE MUST ALSO BE AWARE OF THE MODELS OF LEARNING AND ACQUIRE SKILLS OF APPLYING THEM IN THE CLASSROOM WITH THE INDIVIDUAL CHILD.

WE, IN MODERN FUNCTIONAL OPTOMETRY, FIND A GREAT SENSE OF SATISFACTION IN SEEING OUR TECHNIQUES AND PRINCIPLES BEING UTILIZED, FOR WE KNOW THE SOUNDNESS AND EFFECTIVENESS OF THIS APPROACH TO THE HUMAN ORGANISM. AS ROBERT KRASKIN SO STRONGLY URGED, "WE CAN, SHOULD AND MUST USE THE PRINCIPLES AND TOOLS OF THE DISCIPLINES, BUT NEVER USE THE METHODS OF ANOTHER PROFESSION."[3]

*FOR FURTHER IDENTIFICATION. SEE PAGE IV.

MODERN OPTOMETRIC VISUAL TRAINING HAS LONG STRESSED THE FACT THAT VISUAL COMPETENCY IS A TRAINABLE SKILL THAT HAS RAMIFICATIONS IN ALL HUMAN PERFORMANCE. CONSEQUENTLY, AN INTERDISCIPLINARY APPROACH MUST BE TAKEN TO INSURE MAXIMUM AUTONOMY ON THE PART OF THE DEVELOPING CHILD. NOW MORE AND MORE TEACHERS ARE REALIZING THE EDUCATIONAL BENEFIT TO THE CHILD THAT COMES FROM AN INTERDISCIPLINARY APPROACH. TOGETHER WE ALL MUST GROW IN THE KNOWLEDGE OF HOW CHILDREN LEARN TO SEE, SO THEY CAN SURVIVE SAFELY AND SUCCESSFULLY IN OUR SOPHISTICATED WORLD. WE CALL ON YOU TO BE AWARE AND ALERT TO OPPORTUNITIES AVAILABLE TODAY TO MAKE EDUCATION THE JOY IT MUST BE IF TRUE LEARNING IS TO TAKE PLACE.

LEONARD T. SALTYSIAK
OPTOMETRIST

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INTRODUCTION

HOW TO USE THIS PROGRAM

THE OVERALL OBJECTIVE OF THIS INTERDISCIPLINARY INSTRUCTIONAL SYSTEM FOR TRAFFIC SAFETY IS TO PROVIDE AN EFFECTIVE TOOL FOR TRAINING THE YOUNG IN THE KNOWLEDGE AND SKILLS NEEDED TO EFFICIENTLY COPE WITH THE TRAFFIC ENVIRONMENT. THIS PROGRAM PRESENTS SAFETY AWARENESS AND RESPONSIBILITY AS A NECESSARY "WAY OF LIFE" AND NOT AS A RESTRICTIVE PRESCRIBED LIST OF "DO'S" AND "DON'TS."

THIS PUBLICATION IS DIVIDED INTO FIVE SAFETY CONTENT AREAS (SEE TABLE OF CONTENTS). MATERIALS HAVE BEEN DEVELOPED TO PROVIDE SEQUENTIAL LEARNING. AN "A LA CARTE" APPROACH TO SELECTING THOSE ACTIVITIES WHICH ARE SPECIFICALLY RELEVANT TO YOUR STUDENTS IS ENCOURAGED. HOWEVER, THIS PUBLICATION IS ALSO DESIGNED TO BE USED IN A PROGRESSIONAL SEQUENCE.

THE FOLLOWING ARE SPECIFIC CHARACTERISTICS OF THIS INSTRUCTIONAL PROGRAM THAT WILL ASSIST YOU IN ITS USE:

1. A TABLE OF CONTENTS BASED ON THE CONCEPTS FOR EACH MAJOR SAFETY AREA IS LOCATED AT THE FRONT OF EACH GRADE LEVEL PUBLICATION. THIS ALLOWS THE TEACHER TO CHOOSE THOSE SAFETY AREAS BY CONTENT BASED UPON THE ASSESSED NEEDS OF THE STUDENT.

2. A CROSS REFERENCE IS PROVIDED IN THE BACK OF EACH GRADE LEVEL PUBLICATION TO ALLOW SELECTION OF SAFETY CONTENT BY SAFETY AREA, INTEGRATED SUBJECTS, TYPE OF ACTIVITY AND TYPE OF SKILL. WITHIN THE SAFETY AREAS YOU MAY SELECT LESSONS IN A PARTICULAR SUBJECT AREA OR CHOOSE SPECIFIC SKILLS THAT ARE NEEDED FOR YOUR STUDENTS, THE LESSONS ARE FURTHER DENOTED AS TEACHER DIRECTED, GROUP OR INDIVIDUAL ACTIVITIES, SEE PAGES 180-189.

3. SPECIAL EMPHASIS HAS BEEN PLACED ON THE USE OF MASTERS FOR REPRODUCTION. EACH MASTER HAS THE DIRECTIONS FOR USE ON THE BACK OF IT. EVERY MASTER IS DESIGNATED BY A TITLE, LETTER AND PAGE NUMBER. THE MASTERS ARE LISTED IN THE CROSS REFERENCE UNDER "MASTERS FOR REPRODUCTION," AS WELL AS UNDER EACH INTEGRATED SUBJECT.

4. A BIBLIOGRAPHY OF FILMS, TEACHER PREPARATION, BOOKS AND MANUALS, CHILDREN'S BOOKS AND OTHER RELATED INSTRUCTIONAL MATERIAL IS PROVIDED. THIS LISTING CONTAINS MOST OF THE CURRENT BOOKS AND MATERIALS THAT ARE RELATED TO THIS PROGRAM. MOST OF THESE ARE AVAILABLE ON A SHORT LOAN BASIS FROM THE MARYLAND STATE DEPARTMENT OF EDUCATION, SAFETY AND TRANSPORTATION PHONE: 796-8300, EXT. 287.

5. AN EVALUATION FORM IS INCLUDED FOR YOU TO SUBMIT AT ANY TIME YOU DEEM IT APPROPRIATE, BUT ESPECIALLY AT THE CONCLUSION OF EACH SCHOOL SEMESTER. YOUR EVALUATION IS ESSENTIAL IN ORDER TO ADEQUATELY ASSESS THE EFFECTIVENESS OF THIS PROGRAM FOR BOTH THE TEACHER AND THE STUDENT. THESE EVALUATIONS WILL BE USED AS A BASIS FOR FUTURE REVISIONS.

SAFETY INSTRUCTIONAL SYSTEM EVALUATION

PLEASE BE FRANK AND CONSTRUCTIVE IN COMPLETING THIS EVALUATION. RETURN A COPY OF THIS FORM AT THE END OF EACH SEMESTER (OR MORE OFTEN IF YOU WISH) TO:

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SAFETY AND TRANSPORTATION
P. O. BOX 8717, FRIENDSHIP INTERNATIONAL AIRPORT
BALTIMORE, MARYLAND 21240

GRADE LEVEL K 1 2 3 4 5 6
(CHECK ONE)

	GOOD	ACCEPTABLE	NEEDS IMPROVEMENT
1. CLEAR AND CONCISE PRESENTATION OF CONCEPTS AND CONTENT FOR THE TEACHER.			
2. CONCEPTS AND ACTIVITIES SUITABLE FOR GRADE LEVEL COMPETENCIES.			
3. FORMAT EASILY FOLLOWED.			
4. ACTIVITIES COMMENSURATE WITH OBJECTIVES.			
5. ACTIVITIES PRACTICAL FOR APPLICATION OF CONTENT.			
6. VISUALS ADEQUATELY COORDINATED WITH LESSONS.			
7. TECHNICAL MATERIAL APPROPRIATE TO STUDENT COMPREHENSION LEVEL AND TEACHER UNDERSTANDING.			
8. INTERDISCIPLINE APPROACH TO ACTIVITIES REALISTIC AND EFFECTIVE.			
9. CROSS REFERENCE SYSTEM EFFECTIVE AND HELPFUL.			
10. BIBLIOGRAPHY AND RESOURCE REFERENCE.			

11. ARE MORE ACTIVITIES NEEDED? ___YES ___NO. IF YES, IN WHAT AREA? _____

_____

12. PLEASE LIST ANY ACTIVITIES YOU FEEL SHOULD BE EXCLUDED. _____

_____

13. HOW DO YOU FEEL THIS PUBLICATION IS BEST USED? ___A LA CARTE THROUGHOUT ___AS SUPPORT MATERIAL FOR OTHER SUBJECT AREAS ___AS A SEPARATE COURSE OF STUDY WITHIN THE SCHOOL WEEK ___AS OCCASION PRESENTS ITSELF

14. HOW DO YOU PLAN TO USE THIS PUBLICATION IN THE FUTURE? ___DAILY ___MONTHLY ___ONLY OCCASIONALLY ___NOT AT ALL ___OTHER (SPECIFICY) _____

_____

PLEASE INDICATE YOUR SUGGESTIONS ON THE REVERSE SIDE OF THIS PAPER IN ANY AREAS WHICH YOU MARKED AS NEEDING IMPROVEMENT. ANY OTHER CRITICISMS OR COMMENTS ARE ALSO APPRECIATED.

SAFETY FILM CRITIQUE FORM
(SEE DIRECTIONS ON BACK)

CHECK ONE:

☐ BOY

☐ GIRL

NAME: _____

	CHECK ONE: YES	NO	UNDECIDED
1. DID YOU LIKE THIS FILM?	☐	☐	☐
2. DO YOU THINK THIS FILM WAS EFFECTIVE?	☐	☐	☐
3. DO YOU FEEL THE SITUATIONS PRESENTED IN THIS FILM WERE REALISTIC?	☐	☐	☐
4. IF ANSWER TO #3 IS NO, WHICH SITUATIONS WERE UNREALISTIC AND WHY?			
5. DID THIS FILM SUPPLY YOU WITH NEW INFORMATION?	☐	☐	☐
6. COULD YOU IDENTIFY ANYONE IN THIS FILM AS REPRESENTATIVE OF PEOPLE YOU KNOW?	☐	☐	☐
7. WOULD YOU LIKE TO SEE OTHER SUBJECTS USE THIS FILM TECHNIQUE FOR INSTRUCTION?	☐	☐	☐
8. DO YOU THINK VIEWING THIS FILM WILL CAUSE YOU TO CHANGE SOME OF YOUR BEHAVIOR?	☐	☐	☐
9. IF ANSWER TO #8 IS YES, IN WHAT WAY WILL YOU CHANGE YOUR BEHAVIOR?			
10. IF ANSWER TO #8 IS NO, WHY WILL YOU NOT CHANGE YOUR BEHAVIOR?			

IF YOU WISH, PLACE ANY ADDITIONAL COMMENTS ON THE BACK OF THIS SHEET.

SAFETY FILM CRITIQUE FORM

DIRECTIONS

THE FILM CRITIQUE IS DESIGNED TO BE USED WITH THE SAFETY FILMS LISTED IN THE BIBLIOGRAPHY. AFTER THE CRITIQUE HAS BEEN COMPLETED, THE STUDENTS CAN TABULATE THE RESULTS AND REPORT THEM TO THE CLASS. VARIATION: HAVE THE CHILDREN SUGGEST ACTIVITIES AND/OR REPORTS THAT CAN BE MADE FROM INFORMATION GAINED FROM THE CRITIQUE.

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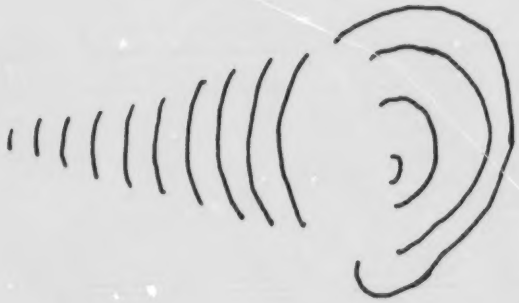
PEDESTRIAN PERCEPTUAL SAFETY ACTIVITIES



UNIT OBJECTIVES:

Through developmental perceptual training activities, the student will be able to acquire the basic perceptual skills necessary tc the pedestrian task.

A totally coordinated body is necessary to function efficiently in the complex traffic world.

All senses must be developed and trained to cope with the traffic environment to ensure maximum efficiency.

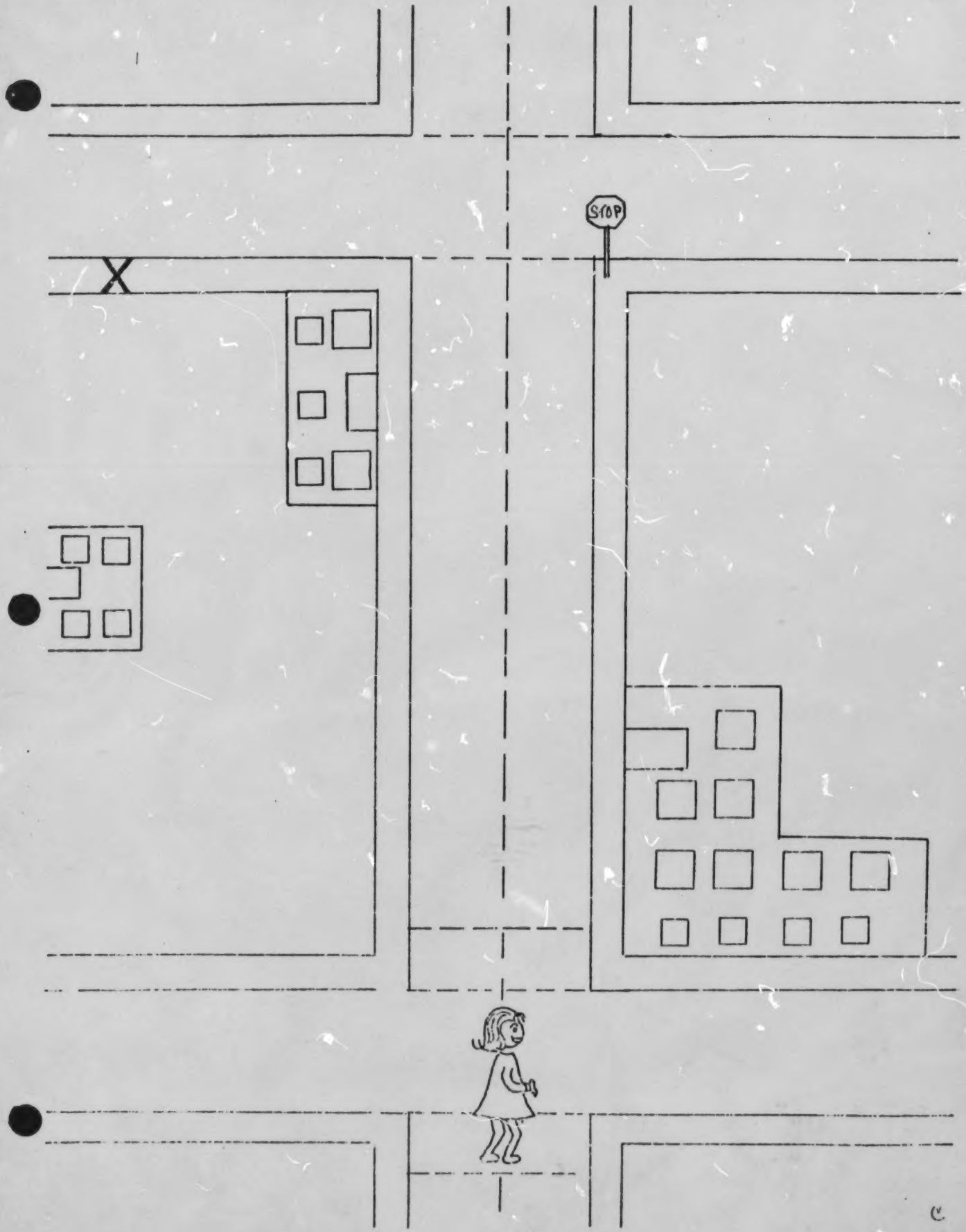
INTRODUCTION

PEDESTRIAN PERCEPTION SKILLS

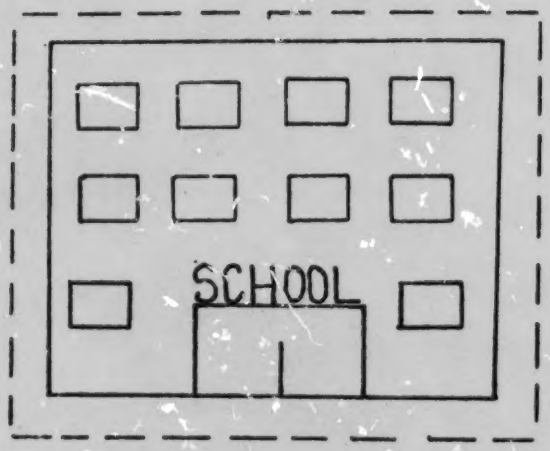
TO THE TEACHER

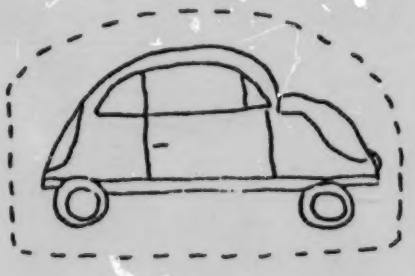
The first unit of this level deals with Perceptual Training Skills. Activities in this unit are designed to facilitate basic physical (eye, hand, etc.) and mental (perspectives) perceptual skill training that is essential in the traffic environment. You will note that this broad area overlaps and is inter-related to other basic learning skills.

When applicable, a pre-test is provided to determine skill levels of your students. If students do not have these skills, you may wish to refer to the previous level for activities to use with your students.


STOP
X

DIRECTIONALITY PRE-TEST - Cutouts for A





C

MASTERS FOR REPRODUCTION A

DIRECTIONALITY PRE-TEST

DIRECTIONS

Have students cut out the objects on the next page (see Cutouts for A) and paste them on this traffic scene handout in the following order:

YOU ARE AT X.

1. Paste the car CLOSEST to the stop sign.

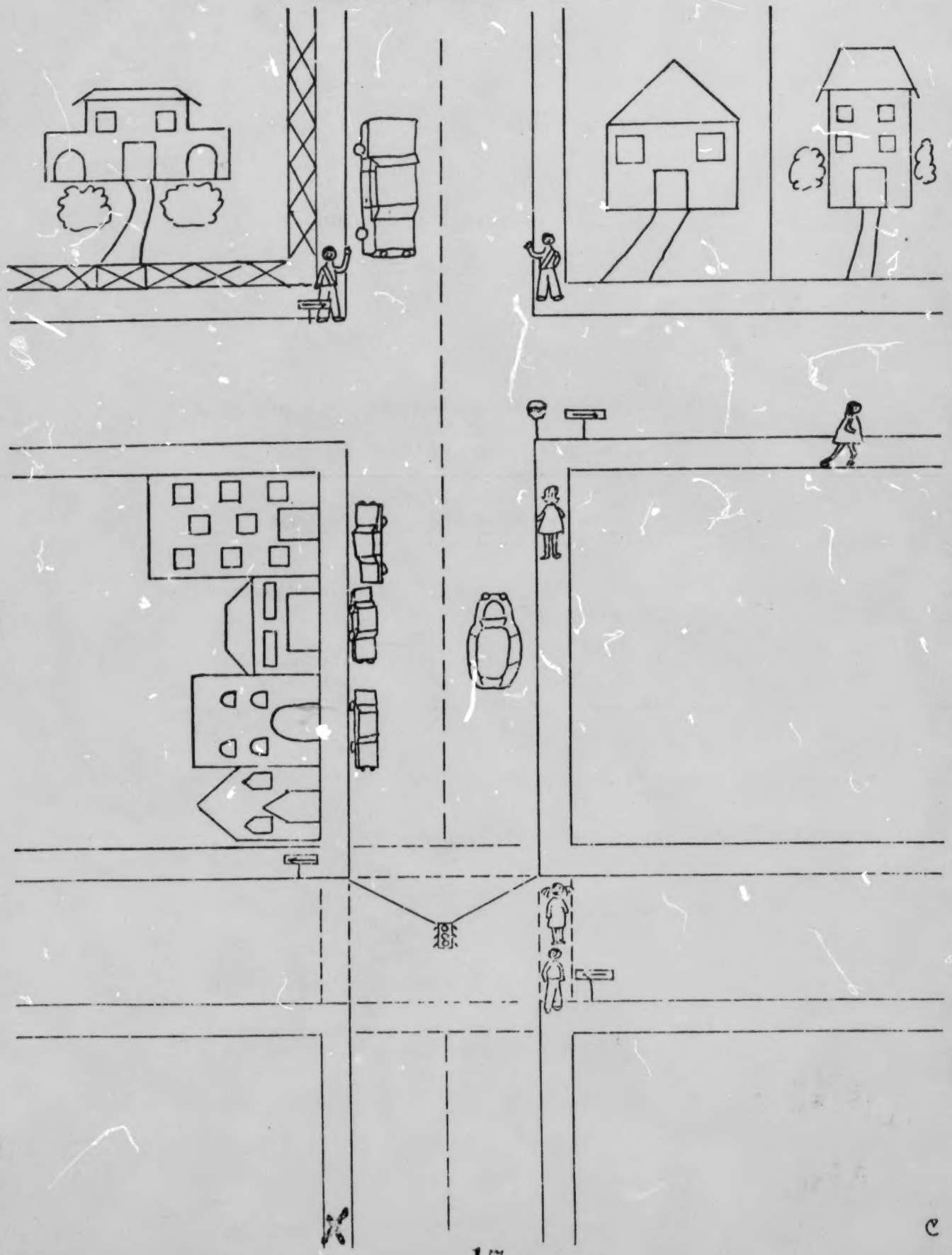
2. Paste the traffic light ABOVE the pedestrian walking in the center of the crosswalk.

3. Paste the one way sign CLOSEST to you.

4. Paste the school NEXT to the largest building.

5. Paste the boy with the kite in his RIGHT hand on the LEFT side of the street.

DIRECTIONALITY PRE-TEST II



MASTER FOR REPRODUCTION B

DIRECTIONALITY PRE-TEST

DIRECTIONS

Follow the directions below. Place all work on the traffic scene master. You are at X.

1. Put a check (✓) on the vehicle that is coming TOWARD you.

2. Draw an X ABOVE the vehicle that is GOING AWAY from you.

3. Circle the pedestrian walking CLOSEST to the stop sign.

4. Put a line THROUGH the traffic light.

5. Draw a line UNDER the TALLEST building.

6. Place an X IN the crosswalk ON the pedestrian who is walking FORWARD onto the curb.

7. Draw a circle AROUND the vehicle that is parked BACKWARD.

8. Put a check ( ) on the safety who is holding UP his RIGHT hand.

9. Draw an X OVER the one way sign whose arrow is pointed to the LEFT.

10. Put a line THROUGH the WIDEST yard.

EYE-HAND COORDINATION

PRE-ENTRY SKILLS

The student should be able to:

1. Have an awareness that the eye and hand work in coordination with each other.

2. To reproduce patterns that they have seen using different medias.

3. To look at various shapes and be able to reproduce them without the aid of templates.

4. To develop a visual memory pattern of lines, their directionality, and their relationship to the body and its movements.

5. An awareness of a one to one relationship of objects.

6. To be able to apply what they have learned about eye-hand coordination in concrete situations and be able to apply it to an abstract situation. Example, to relate that when separate lines are connected, they can create an outline.

7. To be able to distinguish basic shapes and outlines when presented in a complex situation such as in a drawing or in a picture.

OBJECTIVE: Given a series of exercises concerning eye-hand coordination, the student will be able to successfully complete 75% of those exercises with 70% accuracy.

1. CHALKBOARD EXERCISES

   1. Draw dots in a clock pattern at the chalkboard. Have a child stand so that his nose is near the center of the circle. Have him follow these directions: On the dot clock pattern, number 1 to 12 clockwise.

      a. Right hand goes from 3 to center while the left hand goes from 9 to center.

      b. Right hand goes from the center to 3, while the left hand goes from center to 9.

      c. Right hand center to 3, left hand 9 to center.

      d. Right hand goes from 3 to center, and the left hand goes from the center to 9.

   These exercises are to develop horizontal eye-hand coordination.

   2. The following exercises are to develop vertical eye-hand coordination:

      a. Have the right hand go from 12 to the center and the left hand go from 6 to center.

b. Have the right hand go from the center to 12 and the left hand go from the center to 6.

c. Have the right hand go from the center to 12 and the left hand go from 6 to center.

3. Have the right hand go from 12 to the center and the left hand from the center to 6. These same exercises can be done but by reversing the hands using combinations of diagonal dots, combining right and left hand movements. Be sure that the children feel comfortable in doing each of these exercises before they go on to a new one. This exercise can be related to traffic situations. Draw an intersection on the chalkboard. Cite various traffic situations happening at the intersection, and have the children draw them. Example, there were two cars traveling on the highway. One of the cars was coming from the east and another car was coming from the west. They were traveling at the same speed. Where will the two cars meet? This can also be varied by having cars come from horizontal and vertical directions at the same time. This could also be changed to pedestrians or bicycles. This could lead into a discussion of what the students would do if this really did happen at an intersection.

3. PHYSICAL EDUCATION - Ball Throwing - Have the children stand behind a throwing line. Have one child at a time throw a basketball in front of himself and immediately run forward and try to catch it. The child who catches his throw at the most distant point from the throwing line is the "champ." This could also be made into a relay game using teams.

4. MASTERS FOR REPRODUCTION

C - Circle

D - Line Alignment

CIRCLE

C

22

MASTER FOR REPRODUCTION C

CIRCLE

DIRECTIONS

1. Have the children place the paper with the longest side toward themselves. Ask them to name the shape they see.

2. Have them place a ruler at the right side of the circle. Make sure the ruler is straight across the width of the paper.

3. Have them draw a line along the edge of the ruler.

4. Repeat steps 2 and 3 for the left side of the circle.

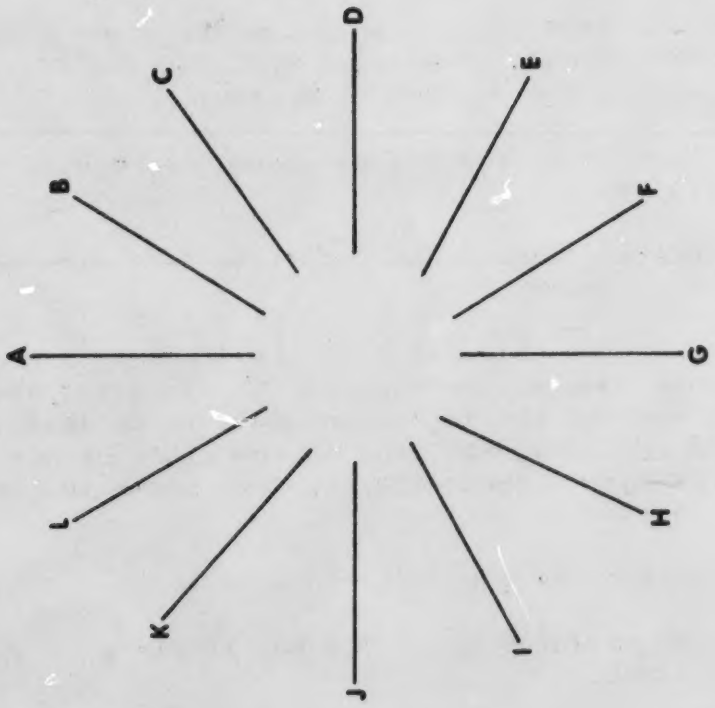
5. Have the children take their rulers and place one edge at the stop of the line that they have drawn on the right, and move it so that it will make a diagonal line to the right corner of the page, and then draw the line along the ruler's edge.

6. Repeat for the left side.

7. The children can color the shapes with various colors.

8. These could be colored or made into other designs.

9. How many different shapes did you make? Can you name them?



24

MASTER FOR REPRODUCTION D

LINE ALIGNMENT

DIRECTIONS

Have the children tell you which lines would meet if they were extended.

To check for correct answers use ruler, and then check alignment of each corresponding line or simply hold sheet flat on eye level and sight with one eye along corresponding lines.

OBJECTIVE: The student will be able to complete at least ten excercises dealing with shape discrimination with 70% accuracy.

CONCEPTS TO BE DEVELOPED:

1. Shapes can be used to give a message.
2. Symbols can be made up from shapes.
3. Symbols have definite meanings.

1. MASTERS FOR REPRODUCTION

   E - Shape Count

   F - Locate and Color Shapes

   G - Locate and Color Shapes

   H - Shapes Within the Intersection

   I - Shapes Within the Intersection

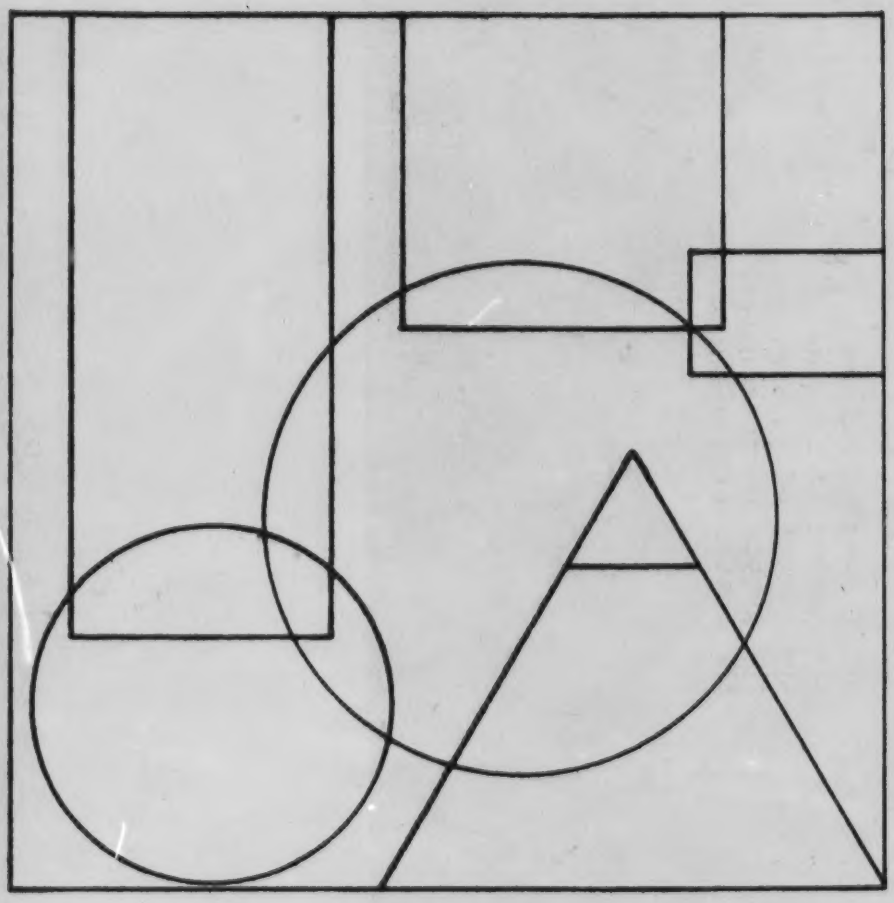
   J - Symbols Send a Message

   K - Completing the Traffic Scene

   L - A Traffic Sign Rebus Story

2. ORIGINAL REBUS STORIES - When the children have completed Master for Reproduction on Signs and Symbols, they may be ready to create their own traffic stories using traffic signs. Models of the traffic signs can be placed on a chart or chalk board in front of the room as an aid to the children.

3. TRAFFIC SHAPE BLENDS - Children place outline of master traffic shapes of sign on paper sheet. Take side of crayon and smudge area around the shape on the paper. Lift master shape model and smudged outline appears. Children can guess the meaning of the sign by the outlined shape.



HOW MANY SHAPES DO YOU SEE?

_____

HOW MANY CIRCLES DO YOU SEE?

_____

HOW MANY SQUARES DO YOU SEE?

_____

HOW MANY RECTANGLES DO YOU SEE

_____

HOW MANY TRIANGLES DO YOU SEE

_____

SHAPE COUNT

MASTER FOR REPRODUCTION E

SHAPE COUNT

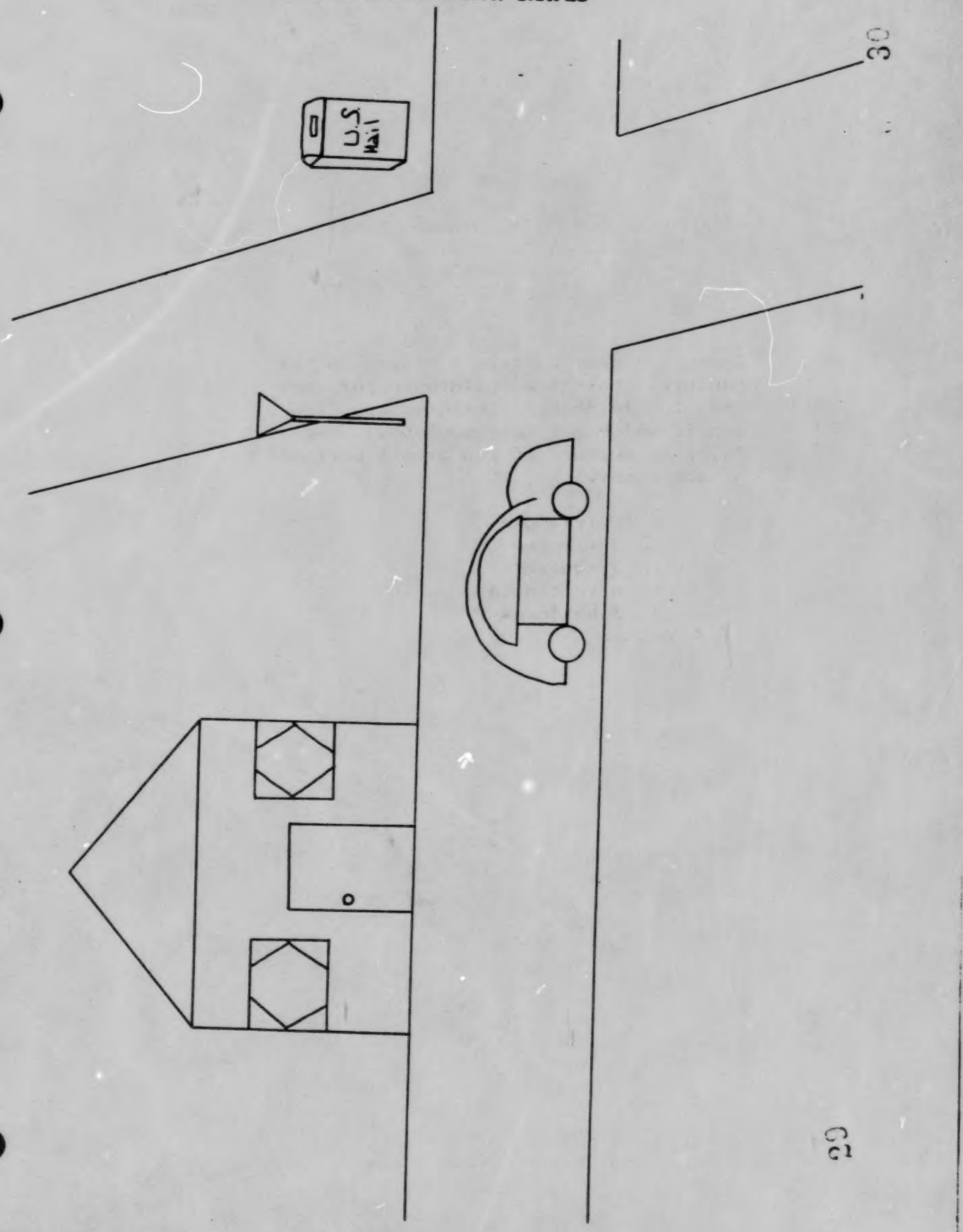
DIRECTIONS

Instruct the children to find:

the number of shapes
the number of circles
the number of squares
the number of rectangles
the number of triangles

23

LOCATE AND COLOR SHAPES



MASTER FOR REPRODUCTION F

LOCATE AND COLOR SHAPES (Refer to C)

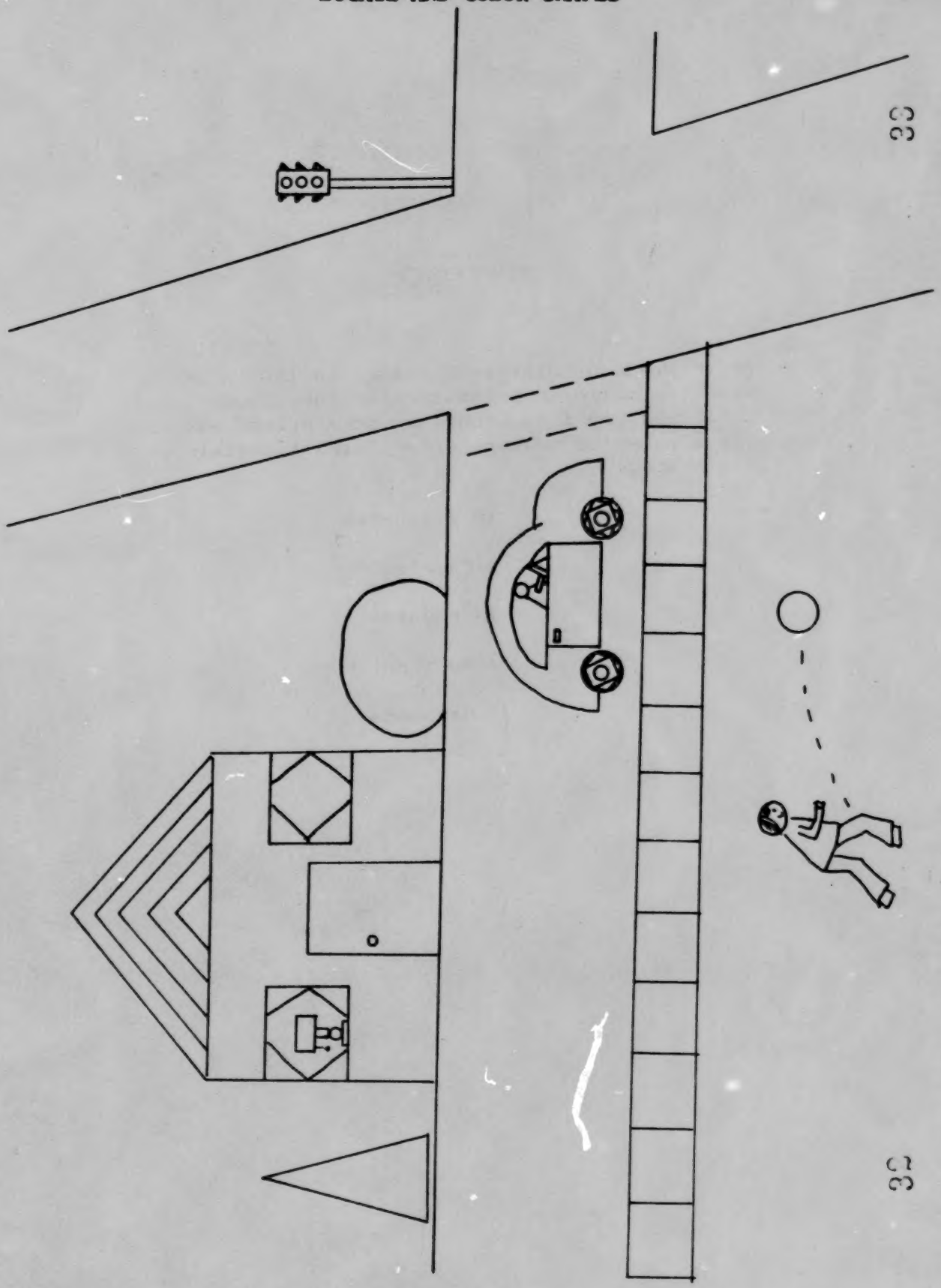
DIRECTIONS

There are many different shapes in this picture. Have the children color them as they locate them. (Children may find others which are less obvious.) Use a ruler to measure if you aren't certain of the shape.

10 triangles
3 circles
3 squares
6 rectangles
2 hexagons

31

LOCATE AND COLOR SHAPES



MASTER FOR REPRODUCTION G

LOCATE AND COLOR SHAPES

DIRECTIONS

There are many different shapes in this picture. Have the children color them as they locate them. (Children may find others which are less obvious.) Use a ruler to measure if you aren't certain of the shape.

10 Triangles

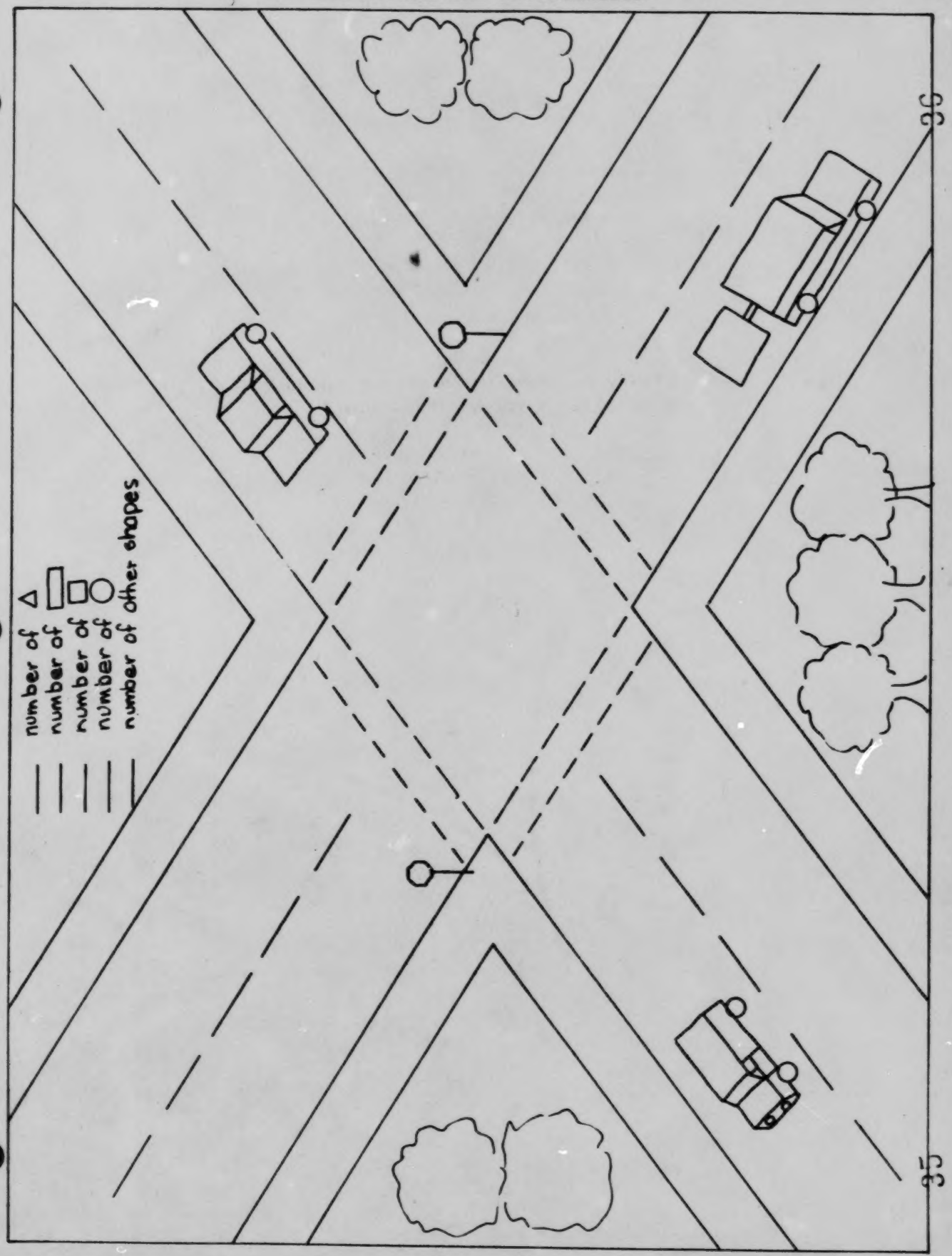
8 Circles

14 Squares

4 Rectangles

2 Hexagons

34


number of
number of
number of
number of other shapes
36
35

MASTER FOR REPRODUCTION H

SHAPES WITHIN AN INTERSECTION

DIRECTIONS

Distribute student handout. Students study picture and select the correct number of:

Triangles
Rectangles
Squares
Circles

3?

SHAPES WITHIN THE INTERSECTION

24

30

MASTER FOR REPRODUCTION I

SHAPES WITHIN THE INTERSECTION

DIRECTIONS

Distribute student handout. Students study picture and select the correct number of:

Triangles
Rectangles
Squares
Circles

40

IF YOU WERE A TRAFFIC ENGINEER, WHAT SYMBOLS WOULD YOU USE TO COMMUNICATE THE FOLLOWING MESSAGES TO PEDESTRIANS AND DRIVERS? DRAW AN EXAMPLE IN EACH BOX BELOW.

SLOW	STOP	NO LEFT TURN
NO PASSING	SHARP CURVE	WATCH FOR FALLING ROCKS

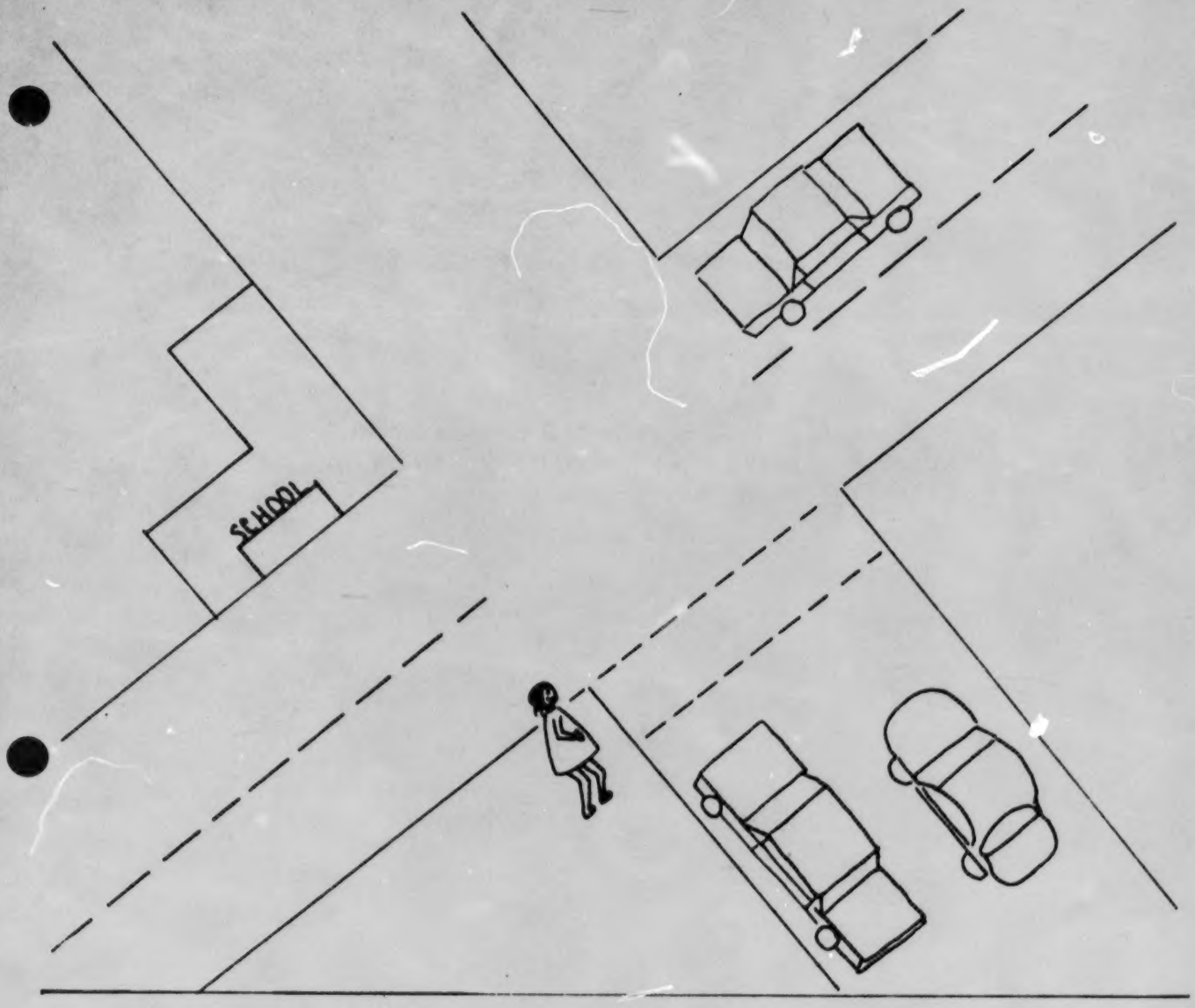
MASTER FOR REPRODUCTION J

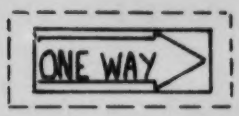
SYMBOLS SEND A MESSAGE

DIRECTIONS

Accept any reasonable facsimile and have children discuss why they have used the symbols they have drawn.

COMPLETING THE TRAFFIC SCENE





MASTER FOR REPRODUCTION K

COMPLETING THE TRAFFIC SCENE

DIRECTIONS

Cut the signs out from the bottom of the page and paste them where they belong in the traffic scene.

45

I decided to have some fun. One day I wanted to

at the

crossing. I know that I should have followed the

but there was a
and a
with a
. The

was beautiful but a lovely trail was off to the west. I drove my bicycle toward the area when I saw a

sign. I was disappointed at first by the
sign, which made it clear that the area was only for pedestrians. I finally decided that to truly have fun, the best thing for me to do was to

and continue along the scenic

.

MASTER FOR REPRODUCTION L

A TRAFFIC SIGN REBUS STORY

DIRECTIONS

Instruct the children to read the story silently to themselves. Children write the meaning of each sign as they find it in the story on the back of the paper.

47

4. MASTERS FOR REPRODUCTION

M - Designing Traffic Patterns With a Story

N - Following Written Directions

O - What Would Happen If?

P - Traffic Talk

5. CROSSING PROCEDURE IN SEQUENCE - Display a series of traffic pictures and relate them to the correct procedure in crossing the street. Place the pictures on the chalk ledge in non-sequential order. Ask the following questions: What happens first? Next? After that? Children rearrange pictures in sequential order.

6. WHO IS IT? Visual Conceptualization - Describe the clothes and appearance of a person in the traffic environment. Examples: policeman, school crossing guard, safety, bus driver. Let one child describe someone and let the other children see how fast they can guess who it is.

7. WHERE IS IT? Let a child describe a traffic scene. Other children must guess the locale of this traffic scene. Is it in the city, in the suburbs or in the country?

8. WHICH SENTENCE DOES NOT BELONG? The following is a law that should be obeyed by pedestrians and vehicles. One sentence in this law is nonsense. When I reach the non-sense sentence, raise your hand.

Read to class:
Emergency vehicles and funeral processions are legally allowed to disregard all signal lights or stop signs. Any time there is a policeman directing traffic, obey him and not the signal light or walk light. The policeman will be directing traffic with a pickle in his hand.

MASTER FOR REPRODUCTION M

DESIGNING TRAFFIC PATTERNS WITH A STORY

DIRECTIONS

Have children cut out pictures of people, cars, bicycles, traffic signals, etc. from magazines. Have them paste their cutouts on the master and show any traffic situation they design. Then have the children write a story to accompany the traffic scene they have developed.

READ THE STORY BELOW AND DRAW A PICTURE SHOWING EXACTLY WHAT THE STORY TELLS YOU. YOU MAY ADD EXTRA THINGS TO YOUR PICTURE IF YOU WISH, BUT READ THE STORY CAREFULLY AND BE SURE TO INCLUDE EVERYTHING IT TELLS YOU.

Many children are playing outdoors at recess time. Two cars are in the street. The teacher is looking out the schoolroom window. A school bus is at the school. The sun is shining. Four birds are flying overhead.

MASTER FOR REPRODUCTION N

FOLLOWING WRITTEN DIRECTIONS

DIRECTIONS

Distribute student handout. Students read the selection and illustrate those objects which are mentioned in large primer type.

WHAT WOULD HAPPEN IF:

1. IF SIGNAL LIGHTS DIDN'T WORK?

2. IF THERE WERE NO TRAFFIC RULES?

3. IF THERE WERE NO POLICEMEN?

4. IF THERE WERE NO TRAFFIC SIGNS?

5. IF THERE WERE NO VEHICLES OF ANY KIND?

MASTER FOR REPRODUCTION O

WHAT WOULD HAPPEN IF?

DIRECTIONS

Distribute student handout. Student reads each question and answers the question in a complete sentence. Discussion of answers can follow.

TRAFFIC TALK

How good are you at writing riddles? The people below have important jobs in traffic safety. Write a RIDDLE about any of them. Have your classmates guess which person you wrote about.

SCHOOL CROSSING GUARD

PATROLMAN

SCHOOL SAFETY

TRAFFIC ENGINEER

HELICOPTER TRAFFIC REPORTER

SCHOOL BUSDRIVER

MASTER FOR REPRODUCTION P

TRAFFIC TALK

DIRECTIONS

Distribute student handout. Students write a riddle about traffic personnel. Discussion concerning responsibilities of each job can follow.

5C

OBJECTIVE: The students will be able to complete 70% of the excercises dealing with sound with 70% accuracy.

CONCEPTS TO BE DEVELOPED:

1. Some tones are higher.
2. Higher tones are usually produced by the vibration of smaller objects.
3. Lower tones are usually produced by the vibration of larger objects.
4. Vibration causes sound.
5. Sounds are made by striking, plucking, rubbing.
6. When the sounds are made, something has to vibrate (shake, "shiver," quiver).
7. Different kinds of objects make different kinds of sounds.
8. Tapping, plucking, or rubbing harder makes the sound louder.

EXPECTED OUTCOMES:

1. We play some musical instruments by striking them.
2. While these instruments are giving off sound, they are shaking (vibrating).
3. When the shaking stops, the sound also stops.
4. In our musical instruments, large objects play low notes; small objects play high notes.
5. The harder the object is hit, the louder the sound.
6. Different kinds of materials (metal, wood) make different sounds.

TEACHER INFORMATION

LISTENING is essential for survival in the traffic environment. There is a distinction between what we hear and the levels of listening.

"LEVELS OF LISTENING

Since listening operates at various levels, teachers and pupils both must be aware of the different ways of listening. In fact, they may deliberately choose at a given time to function at a particular level. If the third grade is asked by the teacher to follow carefully directions for making the Christmas box, a high level of listening for exact details will be in order. But if the television speech which the junior high class was asked to monitor turns out to be a boring affair, the students may listen only enough to get the main idea of the talk. Strickland has suggested different amounts of involvement in listening. No one level is necessarily better than any other, but the following list of levels ranges from inexact to detailed, from aimless to purposeful, from passive to creative:

Hearing

1. Hearing sounds or words but not reacting beyond bare recognition (e.g., knowing that Joey is speaking).

2. Intermittent listening--turning the speaker on and off in aimless fashion, as the mind wanders (e.g., hearing one fact about sled-dogs but none of the rest of the social studies report on Eskimos).

3. Half-listening--following the train of discussion but only closely enough to seize the first opportunity to have one's own say (e.g., not really hearing what your classmate did over the week end but waiting to tell how you caught a fish during the conversation period.)

Listening

4. Listening passively with little or no observable response. (The child who constantly "glues" his eyes on his teacher but offers no reactions in words or facial expression may or may not be responding.)

5. Narrow listening in which the main significance or emphasis is lost as the listener selects details which may be relatively unimportant but which are familiar

or agreeable to him. (A junior high school pupil agrees heartily with two points made by a panel speaker but disregards other contributions on all sides of a question.)

Auding

6. Listening and forming associations with related items from one's own experience. (A second-grader notes the relationship between the words "hound" and "found"; a fifth-grader who has listened to the committee report on the gold rush of '49 tells of his visit to a ghost mining town in the West, relating his account to items in the report.)

7. Listening closely enough to the organization of a talk or report to get main ideas and supporting details, to follow directions, etc. (An eighth-grade pupil notes that the main topic of the report is the causes of the American Revolution and he lists four such causes.)

8. Listening critically. (A sixth-grader gives evidence of critical listening when he asks for more data on the statement made by a classmate that most South American countries have democratic governments.)

9. Appreciative and creative listening, with genuine mental and emotional participation. (A pupil responds to the humor of the Benet poem "John James Audubon," suggests several other poems that the group might read orally from The Book of Americans by the Benets, and tells why these poems are exciting to him.)

These types of hearing, listening, and auding have been listed on successive levels, but obviously there is much overlapping among them. In general, pupils must have considerable experience and mental maturity before they can react as in levels seven, eight, and nine; but such responses are not limited to older children any more than aimless listening is typical of younger children. In every case the context of the material heard, and the concepts and purposes involved, rather than the mere age of the pupils, will determine whether the reaction is passive hearing or accurate, creative auding. The teacher and the other pupils have much to do with the level or quality of any one child's listening. With guidance a child's listening experience may become a genuine "meeting of minds." His auding may be: selective, purposeful, accurate, critical creative."

FROM: Listening Aids Through the Grades, David H. & Elizabeth F. Russell, Teachers College Press, Teachers College, Columbia University

1. SOUND ACTIVITIES - Have the students sit quietly. Can they detect the sound movement of the clock? Utilizing a classroom collection of objects that make different sounds, have one child stand with his back to the table and identify the sounds produced by another child. Students can:

   Imitate various animal sounds
   Classify sounds as to seasons
   Think of happy and sad sounds
   Blow up a paper bag; break it to produce a loud POP
   Discuss sound tones—pleasant, unpleasant, sharp, shrill

2. SOUND DESCRIPTION - The children may draw pictures of a place described by another child. The description must be entirely sounds. Stories may be told, inserting sound instead of words such as: I heard a (bow-wow) while he was (sound of running) after a (meow). The (meow) went (pft-pft) as it (sound of jump) through the window.

3. WHERE AM I? It is easy to tell where someone is if he shows you a picture of the place, but how good are you at telling where someone is by the sounds of the place. I am going to choose someone to come to the front of the room and try to tell us where he is by the sounds he makes. He won't say a word about the place but will make the sounds that he thinks we would hear if we were there.

4. MASTERS FOR REPRODUCTION

   Q - What Sounds Would You Hear if You Were At?

   R - An Imaginary Place

5. BULLETIN BOARD SOUND ACTIVITY - Cut pictures which show a busy street corner, a carnival, a circus, or other activities from magazines. Make a picture on the bulletin board. Have the students list as many sounds as they can that are suggested by the picture. After each sound, they list what is causing the sound. Tell what is vibrating.

6. WHAT MADE THE SOUND? Have sounds listed on the board. Have the children run strings from the sound to the object that is making the sound. Have the strings attached to the sounds with a thumbtack. For younger children, things in the room may be labeled with the sound each makes. This activity may be followed by having the children bring in toys and arranging

What sounds would you hear if you were at:

TRAIN STATION

SEASHORE

INTERSECTION

FARM

AIRPORT

TOY DEPARTMENT

MASTER FOR REPRODUCTION Q

WHAT SOUNDS WOULD YOU HEAR IF YOU WERE AT?

DIRECTIONS

Distribute student handout. Students select sounds and place them under the proper heading. This activity was designed to reinforce auditory perception.

Draw a picture about an imaginary place where there is no sound at all. On a separate piece of paper write a story about it.

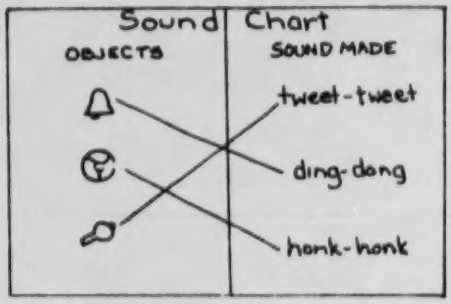
MASTER FOR REPRODUCTION R

AN IMAGINARY PLACE

DIRECTIONS

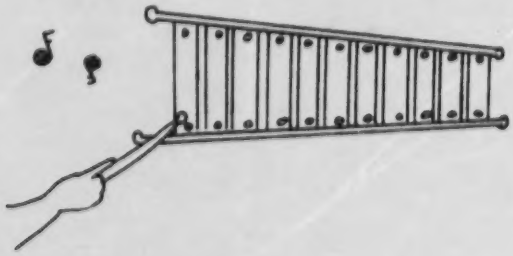
Distribute student handout. Children visualize an imaginary place where there is no sound and write a creative story to accompany it. Discussion can follow.

them on a table where they can be examined. Have them tell how each one makes a noise and what vibrates to make the noise. The answers can be made into a chart and placed near the display.



7. WHAT KIND OF TONE IS IT? The purpose of this activity is to focus the children's attention on distinguishing between a higher tone and a lower one. The materials used in this activity are placed on the teacher's desk or demonstration table, but shielded from the view of the children. A desk blotter or large sheet of oaktag may be used for the shield.

8. XYLOPHONE - Strike the longest bar of the xylophone, then strike its shortest bar. Have the children discuss the tone heard in each case. Repeat this activity with other pairs until the children are able to recognize the difference between the higher tone and the lower tone. Children should have as much practice as necessary until they can discriminate between higher and lower tones.



9. WHAT OTHER OBJECTS CAN WE USE TO MAKE HIGHER TONES AND LOWER TONES? The experience of children with musical instruments, real or toy, may lead to this investigation. Secure pairs of objects (suggested by the children) such as:

Pint fruit jar and quart fruit jar
Small bell and large bell

Small medicine bottle and large medicine bottle
Small whistle and large whistle
Small pitcher and large pitcher
Small drum and large drum
Small dish and large dish

Children tap the smaller object and then the corresponding larger one with a stick or pencil, and then compare the tones produced.

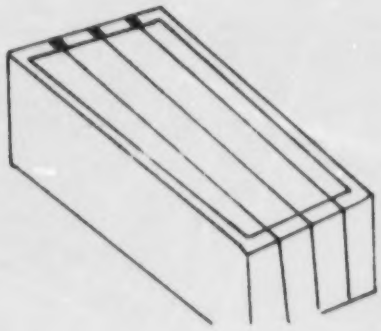
10. MASTER FOR REPRODUCTION

S - Color the Higher Tone

11. HOW CAN WE MAKE OUR OWN RHYTHM INSTRUMENTS? Some rhythm instruments that can be constructed easily are illustrated here.

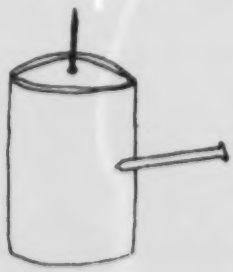
a. Guitar - Cut an opening in the side of a milk carton, leaving 1" margin all around. Select three identical rubber bands. Make notches to keep them in place. Tune by tightening the part of the rubber bands over the opening. Pluck them to play.

To help children "see" vibrations, tie a thread to a grain of puffed wheat. Pluck the rubber band. Allow the grain to touch the vibrating rubber band. What happens? Try this puffed wheat "vibration detector" with other sound makers. Turn guitar on one side. Sprinkle sand or salt on upper side. Pluck rubber band. Watch grains dance up and down.

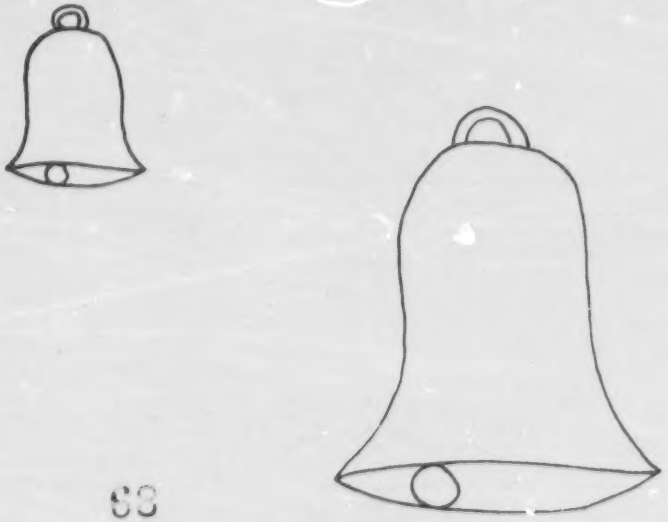


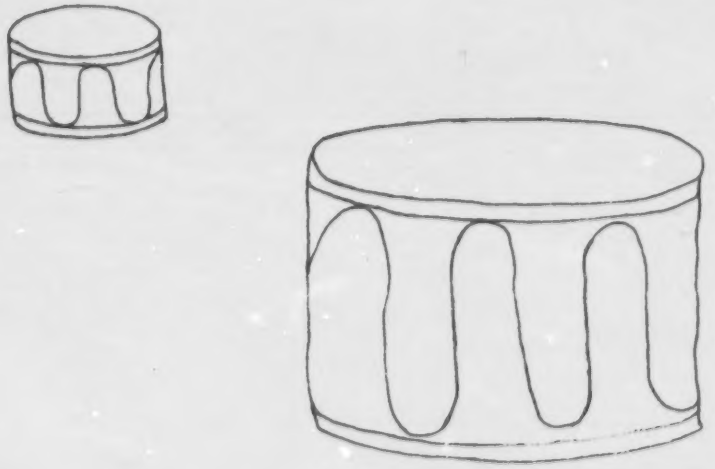
b. Drum - Remove the top and bottom from a coffee can. Cover one end with rubber from a large balloon or inner tube, pulled tight. Bind with a string. (The newer type of coffee cans with plastic tops make very good drums.) Make a drumstick from a pencil. Pad the pointed end with absorbent cotton covered with a square of cloth, tied on with string.

c. Chime - Remove one end of a "tin" can. Suspend the can by a knotted string inserted through a hole in the other end. Strike with a large nail. Try cans of various sizes. A length of thin plumbing, preferably brass, makes a pleasant musical chime.



In each pair of objects pictured below, color the one that can make a higher sound.





COLOR THE OBJECT THAT MAKES HIGHER TONES

MASTER FOR REPRODUCTION S

COLOR THE OBJECT THAT MAKES HIGHER TONES

DIRECTIONS

Distribute student handout. Children select and color object that makes the higher sound.

DOGGIE AND BONE - (Game) - The children remain at their desks except for one child who is chosen to be the Doggie. The Doggie sits at the front of the room with an eraser on the floor behind him. The eraser is his "bone." He faces away from the group.

One player after another tries to slip up and get the "bone." If the Doggie hears a sound, he barks like a dog and that child must return to his seat. If a player is able to obtain the "bone" without being heard, he returns to his desk and hides the "bone." The class then chants, "Doggie, Doggie, where's your bone?"

The Doggie turns around and tries to guess who has the "bone." He has three chances to guess. If he guesses incorrectly, the class answers "no." When he guesses correctly, the class claps their hands. The one who steals the bone takes the chair and becomes the "Doggie" whether he is guessed or not.

TEACHER INFORMATION

Vision is a complex process involving more than sharpness of image:

Efficiency and attaching meaning are reduced if the eye cannot follow what it is supposed to look at, if it cannot switch easily and accurately from one point to another, if the two eyes cannot work in harmony as a team to focus and center on what it should be directed on, or if the eyes need other senses such as finger touch, head movements, or vocalization to help the elements in the visual process function better. Visual abilities are all motor skills, and as such as strongly influenced by the motor ability of the body in general.

Visual perception activities include eye-movement and focus activities, form perception activities, visual memory activities, visual comparison activities, visual projection activities, and eye-hand coordination activities. The emphasis is on the functional rather than the medical aspects of vision.

OBJECTIVE: The student will be able to complete 50% of the activities dealing with light with at least 75% accuracy.

CONCEPTS TO BE DEVELOPED:

1. When a mirror is tilted or turned, we see images of different objects.
2. When a mirror is moved closer to the object, the image is bigger; when it is moved away, the image is smaller.
3. In a mirror, the image looks the same as the object, but is reversed, left to right.
4. A mirror can be used to help us see around corners.
5. A mirror can show objects behind the observer.
6. Different objects behind the observer can be shown by tilting or turning the mirror.
7. With a mirror, we can see over a wall or other obstruction.
8. Curved mirrors produce images different from flat mirrors.

Introduce the terms:

Object - in reference to themselves.

Image - for what is seen in the mirror.

Reflection - is the return of light waves from a surface.

Discussion - Each child is furnished with a mirror. In introducing the lesson, encourage the children to explore freely and describe their feelings in their own words.

1. MASTERS FOR REPRODUCTION

T - What Can You See When You Look Into a Mirror?

Directions

Distribute handout to children. Have the children read it and gather the necessary materials. After completing the experiments, have them fill in the blanks. (See following page.)

U - Trace the Path of Light

V - Reflection Study Sheet

W - What Will You See in the Mirror?

2. HOW CAN WE SEE AROUND A CORNER? - Ask a pupil to stand in the open doorway and, at the same time, hold a mirror out into the hall. Ask the pupil to turn the mirror until he can see the end of the hall in the mirror. Discuss the use of mirrors on highways to show approach of vehicles from an obscured side road; in elevator doorways to show the approach of a person.

3. MASTER FOR REPRODUCTION

X - Using a Mirror to See Around a Corner

4. HOW CAN WE SEE OBJECTS BEHIND US? - Pupils will find that by holding a mirror in front of themselves and tilting or turning it, they can see the images of various objects behind them. Ask them to name the objects they see. Discuss the use of rear view and side view mirrors in automobiles.

WHAT CAN YOU SEE WHEN YOU LOOK INTO A MIRROR?

WHAT WE WANT TO FIND OUT: What can you see when you look into a mirror?

WHAT WE NEED: a mirror, yourself, sheet of paper, crayon

WHAT WE MUST DO:

Look directly into the mirror.
WHAT DO YOU SEE? _____

_____

WHAT HAPPENS WHEN YOU TILT THE MIRROR? _____

_____

WHAT HAPPENS WHEN YOU TURN THE MIRROR UPSIDE DOWN? _____

_____

WHAT HAPPENS WHEN YOU MOVE THE MIRROR CLOSER? _____

_____

WHAT HAPPENS WHEN YOU HOLD THE MIRROR FARTHER AWAY? _____

_____

WHAT IS THE COLOR OF OBJECTS IN THE MIRROR? _____

_____

Wink your right eye.
WHICH EYE IN THE MIRROR IS WINKING? LEFT OR RIGHT? _____
Write the number 81 on a piece of paper.
Hold up the paper facing the mirror.
WHAT DOES THE IMAGE OF THE NUMBER LOOK LIKE? _____
Write the number 18 on a piece of paper.
Hold it up facing the mirror.
WHAT DOES THE IMAGE OF THE NUMBER LOOK LIKE? _____
Select any two digit number.
Write it on a piece of paper and hold it up facing the mirror.
WHAT HAPPENS TO THE NUMBER IN THE MIRROR? _____

_____

Print your first name on a piece of paper.
Hold the paper up facing the mirror.
WHAT HAPPENS TO YOUR FIRST NAME WHEN YOU HOLD IT UP IN FRONT OF A MIRROR? _____

_____

WHAT DID YOU FIND OUT:

WRITE A SHORT EXPLANATION OF YOUR OBSERVATION. YOU MAY USE DRAWINGS TO HELP YOU EXPLAIN YOUR IDEAS.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

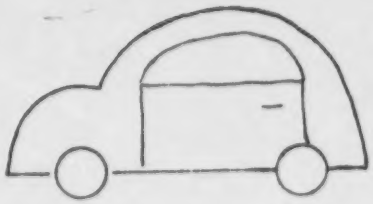
_____

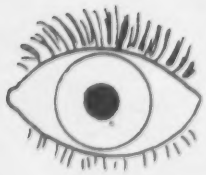
5. MASTER FOR REPRODUCTION

Y - Light Can Be Reflected Many Times (Study and discussion Sheet)

6. HOW CAN WE SEE OVER A WALL? - Provide a pupil with a hand mirror. Ask him to sit on the floor near a window with his back to the wall and try to see out the window by using the mirror. By holding the mirror above the level of the sill and by tilting the mirror, the pupil will be able to see over the wall and out the window. If the pupil cannot raise the mirror high enough, it may be necessary to seat him on a few books.

Trace the path of light:





TRACE THE PATH OF LIGHT

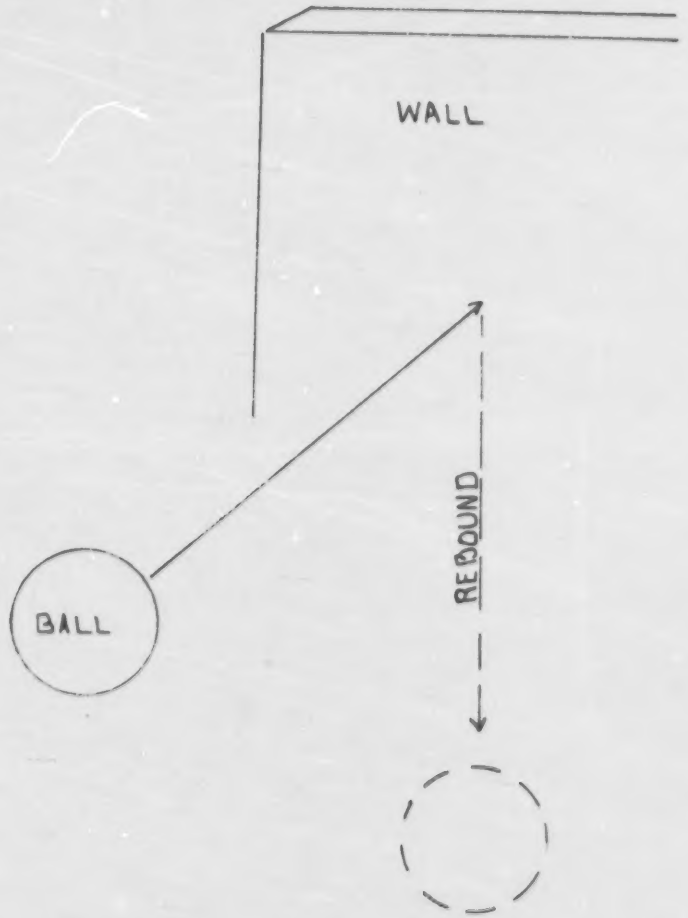
MASTER FOR REPRODUCTION U

TRACE THE PATH OF LIGHT

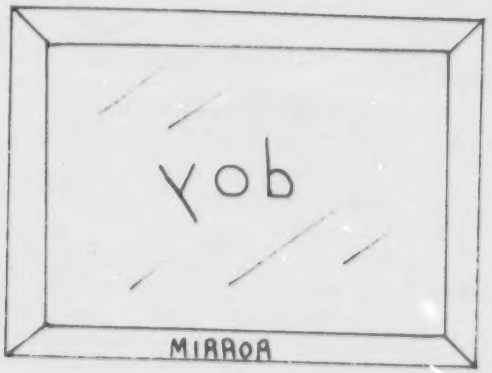
DIRECTIONS

Distribute student handout. Students trace the path of light from the sun to the eye and from the sun to the automobile. Discussion follows.

REFLECTION



81



boy

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REFLECTION STUDY SHEET

MASTER FOR REPRODUCTION V

REFLECTION STUDY SHEET

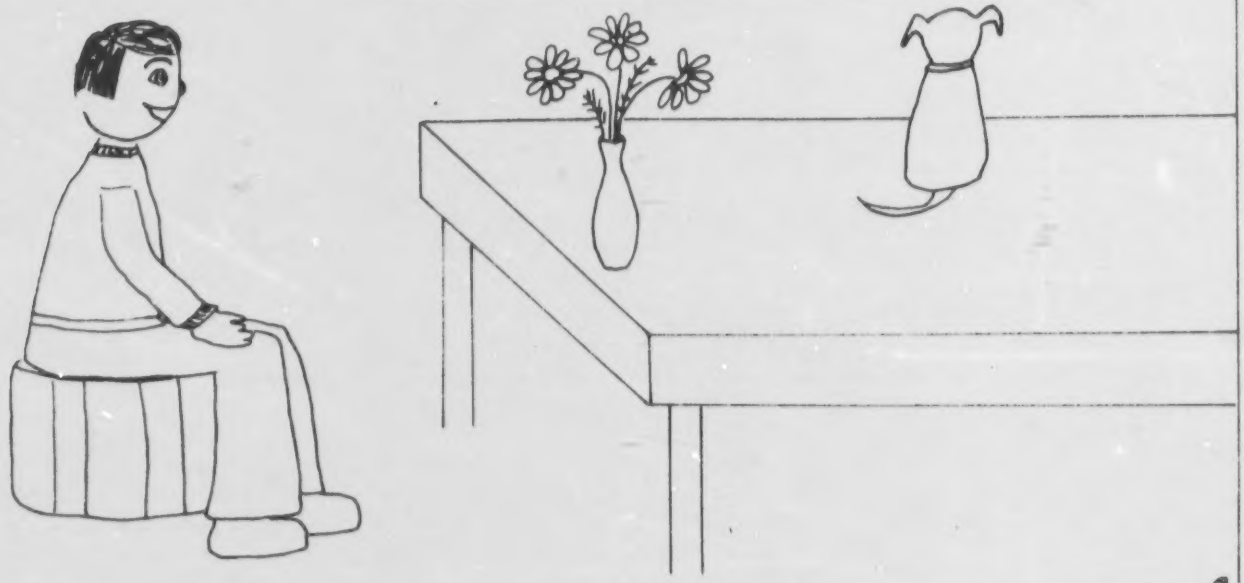
DIRECTIONS

Distribute study sheet to students. Students note that:

1. Reflection is the return of light waves from a surface.

2. In a mirror, the image looks the same as the object, but is reversed, left to right.

WHAT WILL YOU SEE IN THE MIRROR?



Look at the picture above. Which things will the boy see in the mirror? Why?

MASTER FOR REPRODUCTION W

WHAT WILL YOU SEE IN THE MIRROR?

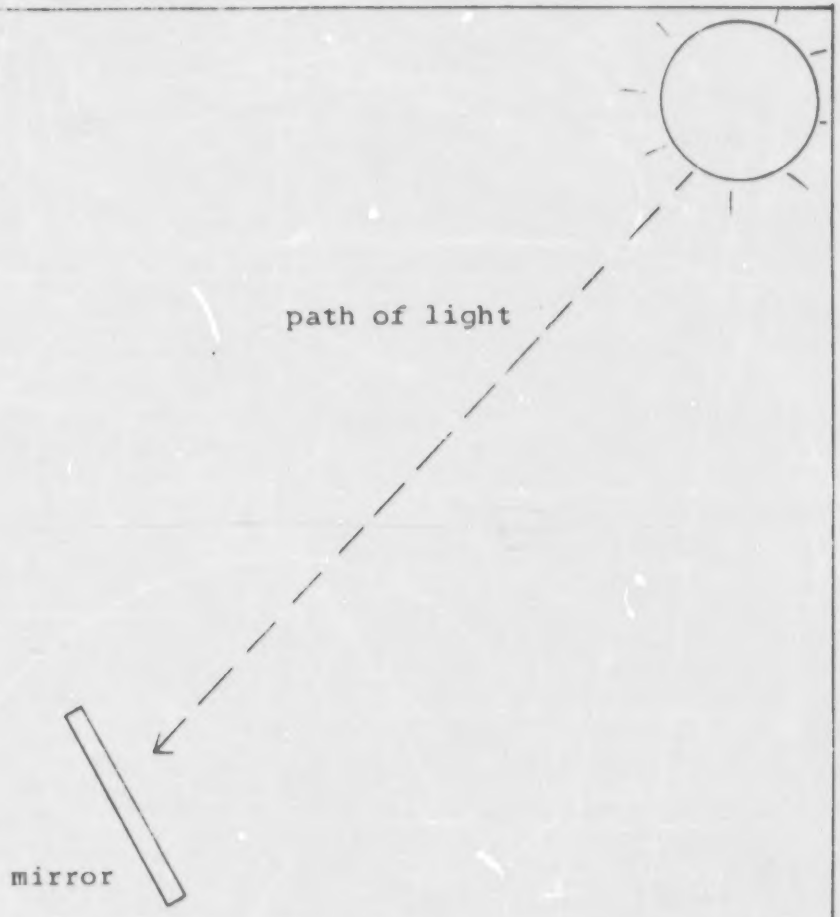
DIRECTIONS

What Will You See in the Mirror? Distribute student handout. Students study sheet.

(Acceptable answer: the boy will see the flowers, dog, and table. He will not see himself on the seat where he is sitting.

Discussion of why this is so should follow.

Using a mirror to see around a corner.



USING A MIRROR TO SEE AROUND A CORNER

MASTER FOR REPRODUCTION X

USING A MIRROR TO SEE AROUND A CORNER

DIRECTIONS

Distribute student study sheet. Children note that light traveling in a path is necessary for us to see any object in that mirror.

Light can be reflected many times.

MASTER FOR REPRODUCTION Y

LIGHT CAN BE REFLECTED MANY TIMES

DIRECTIONS

Distribute student study sheet. Students note the path of light and that light can be reflected for as many times as light waves bounce from a surface.

7. DO ALL MIRRORS MAKE THE SAME KINDS OF IMAGES? Ask children to tell about experiences they may have had in "fun" houses when they looked into the mirrors. What happened to their images?

Have the children observe their reflections from curved surfaces such as holiday-tree balls, metal coffee makers, spoons, and curved mirrors, such as a shaving mirror. How are their reflections different from those "in" a smooth flat mirror? Compare for size, shape. Is the image upright?

LIGHT AND ITS USE IN SAFETY

INTRODUCTION

The study of light and reflective material has a direct bearing upon safety at night. Children must know the nature of light, reflection, etc. in order to have a better appreciation of the rules regarding walking after dark.

TOPICS FOR DISCUSSION - LIGHT AND ITS USES

TEACHER INFORMATION

WHY LIGHT UP AT NIGHT? Reflective material has the ability to bounce light back directly to its source, and to do so for a long distance. The person wearing retro-reflective material can be seen at night from almost twice as far away as the person who is not wearing retro-reflective material.

Diffuse: Everything around us reflects some light. Most objects are DIFFUSE reflectors...light striking them is reflected in all directions. This is why they are hard to see at night. There is little light to be reflected, and what there is is scattered in many directions and not back to the light source.

Mirror: Reflects light in only one direction, but unless the light source is directly in front of the mirror, this direction is away from the source.

Retro-reflective: Ability to reflect light directly back to its source. It doubles the distance a pedestrian can be seen at night.

Prisms: Devices, usually of plastic or glass with hundreds of tiny prisms molded on their reverse sides, have a fairly high degree of retro-reflective ability.

Glass Beads: A modern method utilizes microscopically small glass balls applied with a plastic adhesive to the front side of the item to be reflectorized. The enormous number of the minute spheres--each capable of reflecting an individual beam of light--allows the materials to return an extremely high percentage of light to the source. And the glass ball method can be applied to many different kinds of materials--cloth and plastic tapes of various colors and widths, highway signs, auto license plates, and so on. One manufacturer has developed a chalk containing the small spheres for the temporary marking of garments to give them night time reflectivity. Now the glass balls are also available suspended in a spray can paint, so that any material or surface that can be painted can be reflectorized.

I. MASTERS FOR REPRODUCTION

Z - Trace the Path of Light if Reflected from Reflectors

A[1] - Catch That Gorilla - Quick

Trace the path of light if reflected from:

Diffuse Reflector

Mirror Reflector

Retro-Reflector

Prisms

Beads

MASTER FOR REPRODUCTION Z

TRACE THE PATH OF LIGHT IF REFLECTED FROM REFLECTORS

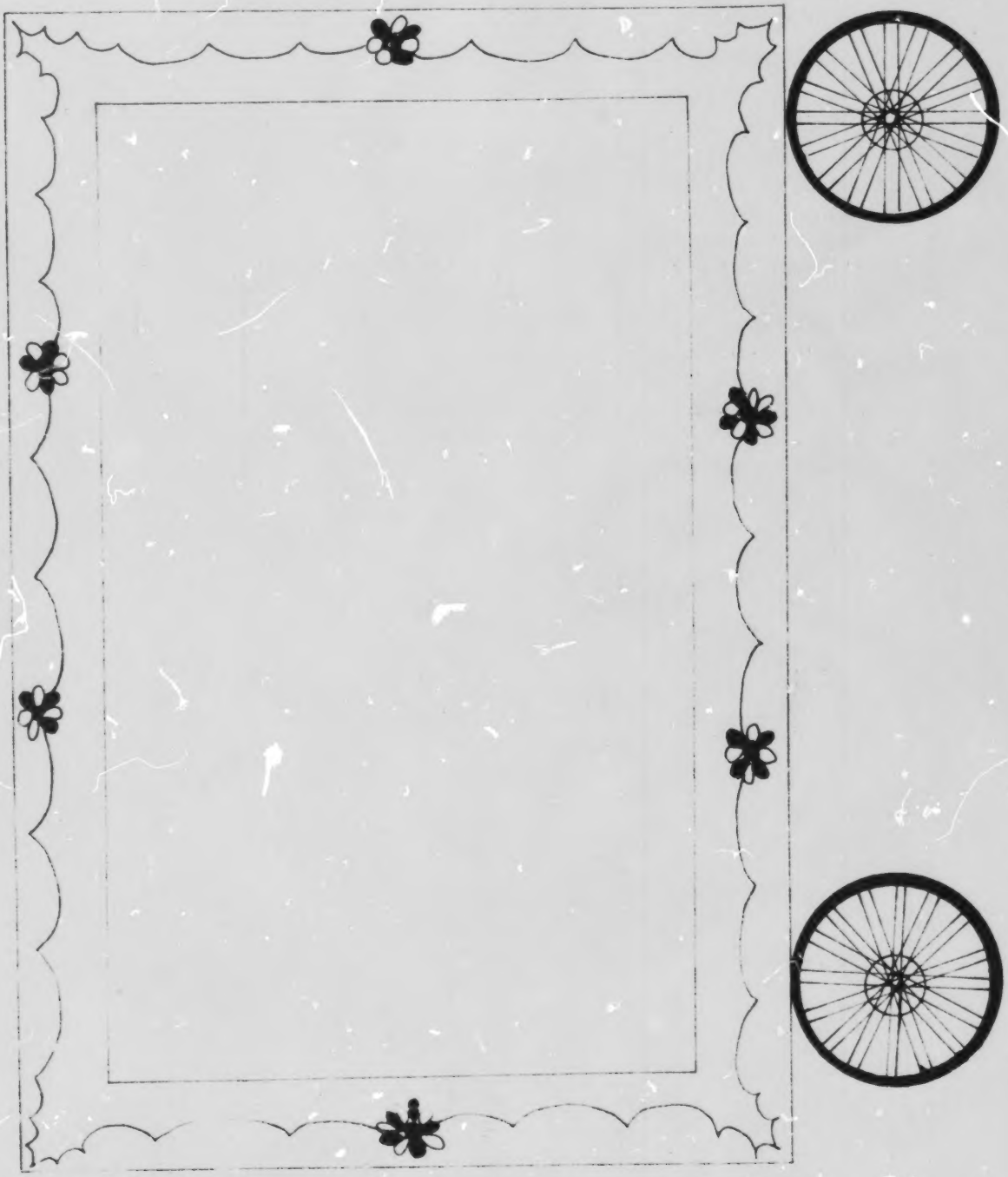
DIRECTIONS

Distribute handout sheet. Students draw the path of light if reflected from the following reflectors:

Diffuse
Mirror
Retro-reflectors
a) prisms
b) beads

NOTE: Previous page for definitions.

A1



MASTER FOR REPRODUCTION A[1]

CATCH THAT GORILLA - QUICK

DIRECTIONS

CONCEPT: To show that light makes it possible to see by sending impulses to the brain through the eye. To indicate that what we see may not be what is actually there. One eye sees the circus wagon and the other eye sees the gorilla. The messages go to the brain and the brain puts them together: then we see them together.

MATERIALS NEEDED: crayons, a 3" x 5" piece of cardboard.

Distribute master with an empty circus wagon. Instruct the children to draw a ferocious gorilla outside and close to the rear end of the wagon. After the drawing task is completed, give the following directions:

> Take a piece of cardboard and place it on edge between the gorilla and the wagon.
>
> Lean over until the top of your nose touches the cardboard.
>
> Keep both eyes open.
>
> What happened to the gorilla?
>
> Did you get him back in the circus wagon safely?

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DISTANCE JUDGMENT

1. Review distance judgment as outlined. Have children explain it in their own words.

2. Cover a large table top with butcher paper. Draw, color, or cut and paste large squares to resemble city blocks. Have the children position these on the table top to resemble cars on a street. Have children discuss the various ways traffic flows and show some of the examples using the model cars. Have the children make additional items for scenery such as trees, pedestrians, dogs, etc. Glue a toothpick to the back of these figures. Mount these using modeling clay and a base. Have the children discuss various examples of distance judgment. Have them position pedestrians and cars on the paper to show these examples, i.e., (1) Have the children place a pedestrian in a position to show that he is getting ready to cross the street. Place two cars in different positions on the street. Have the children select two reference points, and tell whether or not the pedestrian will or will not have enough time to cross the street; (2) Have children select different reference points to find whether or not the pedestrian has enough time to cross. Have them indicate whether or not it is safe according to ten seconds or more or ten seconds or less; (3) Have children pretend that they can only use the street blocks as reference points. Have them decide which blocks to use as guides.

3. Have children write various situations of distance judgment. Have them read them to the class members and have them decide the response to take for the situation. For example: (1) Tony found the two reference points. He looked both ways and saw that there were no cars coming. However, a car had just backed out of a driveway which was located between the two reference points and it started moving quickly toward him. What should Tony do? (2) Fred wanted to cross the street. To his right the street was flat and he had a tree as a ten second reference point. The street to his left was a hill which could be used as a five second reference. Should Fred cross? Why or why not? What alternatives could Fred use? (3) Sandy went for a walk with her Grandmother. As they walked she noticed that her Grandmother took two steps for each step she took. When they went to cross the street, Sandy found the two ten second reference points. A car was approaching one of the ten second points and was moving toward her. She decided that they should not cross even though the car seemed to be twelve seconds away. Why do you think Sandy chose not to cross?

OBJECTIVE: The student will be able to accurately select the reference point (for cars to be behind) that will allow maximum time to cross a street.

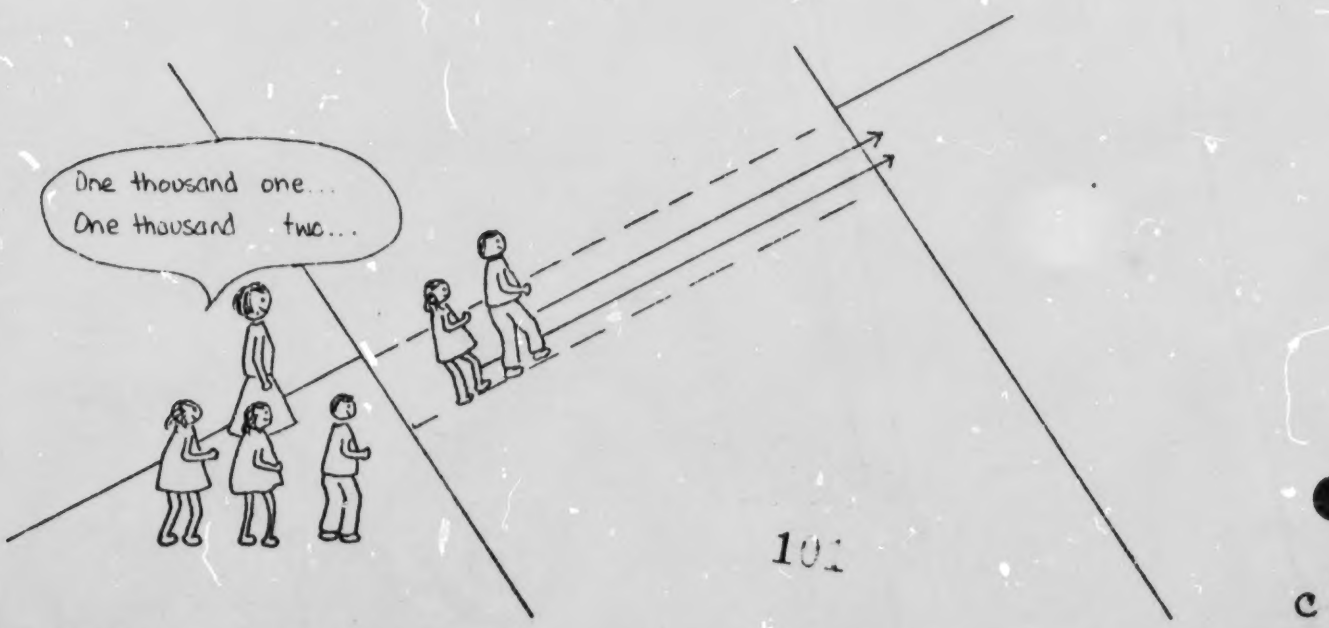
STEP ONE: The student must be able to count in "second"intervals; i.e. one-thousand-one, one-thousand-two, etc.

PROCEDURE: Using a large clock with a second hand, have students count as a group, one-thousand-one, etc., in unison with the second hand. Fourteen seconds is enough. This procedure must be practiced until the students have the ability to count accurate seconds.

STEP TWO (STREET): The student must be able to determine the time that it takes him to cross a street. Approximate timing is as follows:

4-lane street: 12-14 seconds
2-lane street: 10 seconds
1-lane street: 6-8 seconds

Using a street without much traffic, have the students (2 or 3) walk across the street while the rest of the class is counting. The time will be representative of most of the class. **Students must understand that this is the time they must have in order to get across a street safely.**



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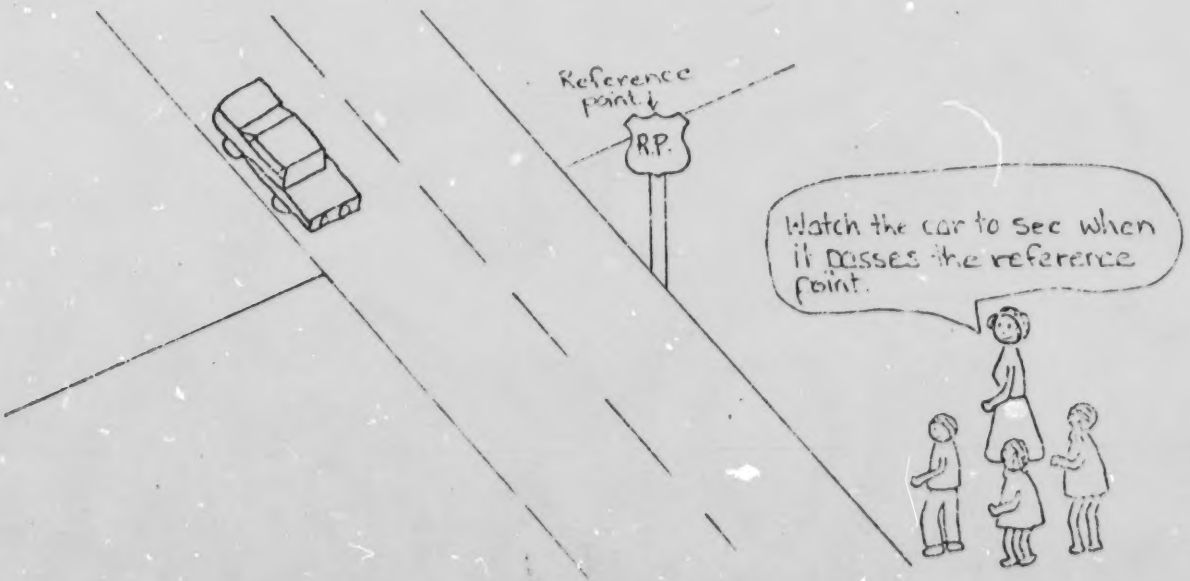
C

STEP THREE: The student must be able to judge the timing of an object (car) passing predesignated point.

PART a. Have students stand at a given point on a sidewalk. Select a reference point (i.e. sign, post, etc.) and ask the students to indicate when a single person has passed the selected reference point.

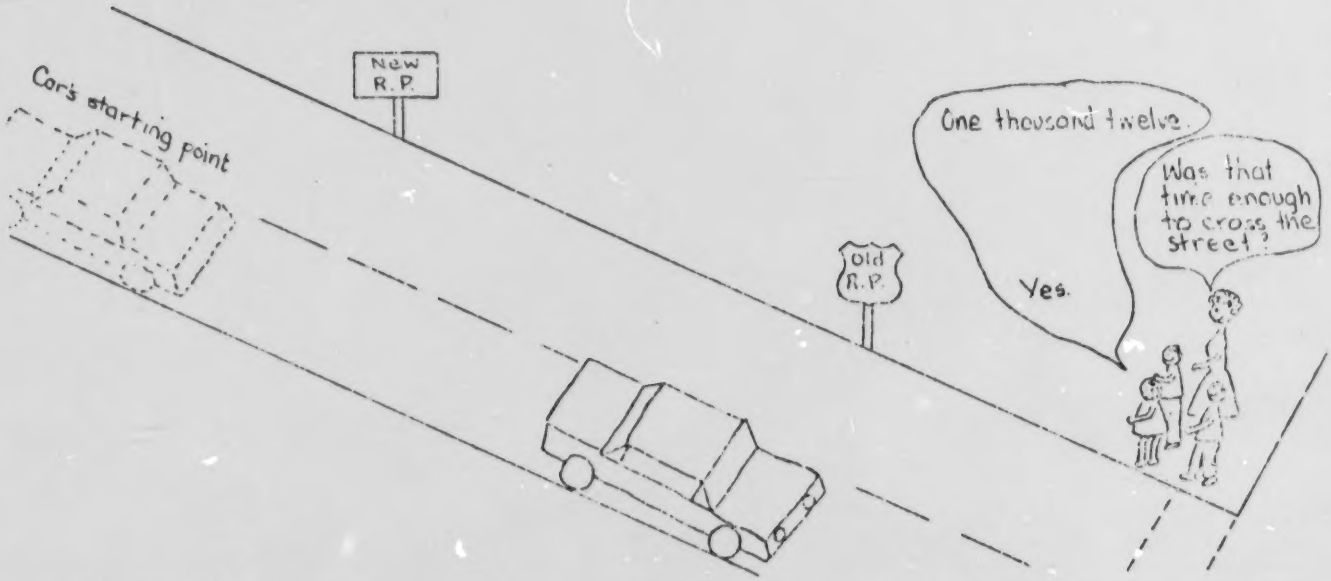
NOTE: A reference point can be any object (tree, sign, shadow, parked car, etc.) which marks the distance from you that a car must be in order for you to safely cross the street.

When the children have the idea, proceed to choose a reference point in the street for cars to pass. Practice this until understood.



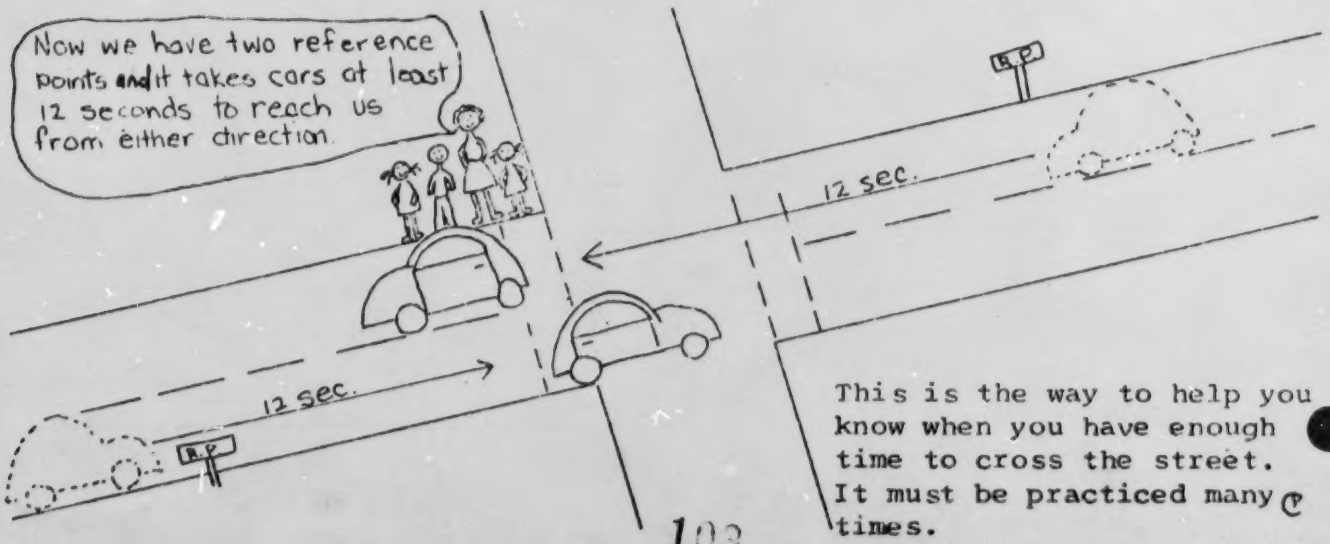
PART c: Now let's pick a reference point farther away to see if we can find one with the time we need. Follow this procedure and tell the students to find the reference point that allows enough time.

PART d: Repeat the same procedure in the opposite direction.



STEP 4: We now have the reference points we need to tell us when we have enough time to cross safely. We now know that cars must be in back of these points to have enough time to cross the street without getting hit. We must remember these two reference points.

Let's practice with these reference points. Does everyone know what these points are? When I say "now" I want you to look both ways and tell me if you have enough time to cross. Practice until the students are proficient at the task.

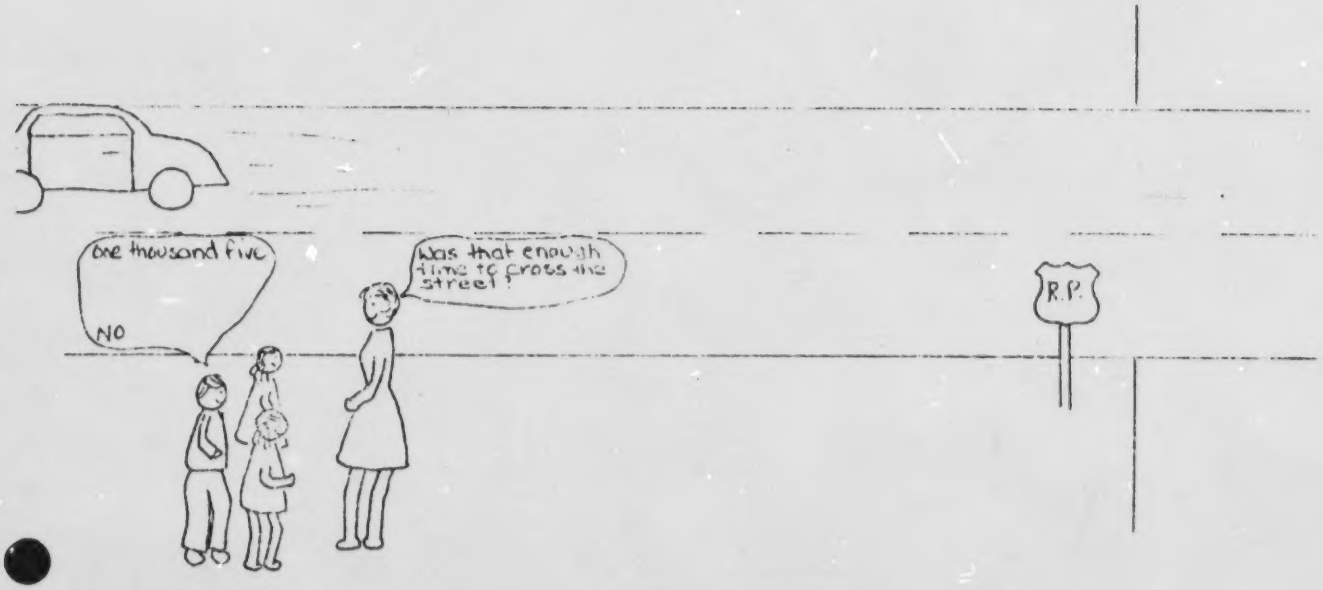


This is the way to help you know when you have enough time to cross the street. It must be practiced many times.

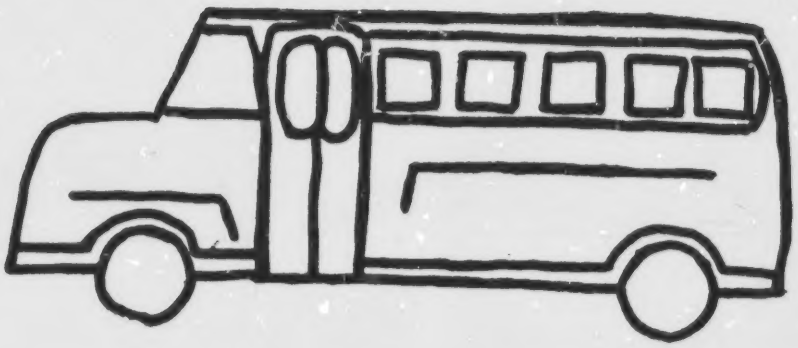
PART b: Select or have students select a point. Explain that we now are going to count the distance from that point when a car passes it to where we are standing. (The distance should be lower than 12 seconds for sequential building.)

Reference point
R.P.
When the car passes our reference point, we will count to see how long it takes before the car reaches us.

After the distance is calculated, ask students if that was enough time to cross the street. The answer should be no.



SCHOOL BUS SAFETY ACTIVITIES



UNIT OBJECTIVES:

1. The students will be able to discriminate between desired and undesired behavior that is presented in this unit and identify its effects upon the school bus driver, himself and other passengers.

2. The students will apply rules for waiting, entering, riding and exiting the school bus.

OBJECTIVE: Having experienced the school bus learning activities, the student will be able to demonstrate his understanding of the procedures for waiting at the bus stop and also entering, riding, and exiting the school bus by stating, role playing, or acting out these procedures at the discretion of the teacher.

PROCEDURES AT THE BUS STOP:

1. Know what time the bus will be ready to pick you up.
2. Be ready on time.
3. Plan to leave home at the same time each day.
4. Be at your bus stop at least five minutes before the bus. Avoid being at the bus stop too early.
5. If there are no sidewalks and you have to walk in the street, FACE TRAFFIC and walk in a single line.
6. Stay back away from the curb at least an arm's length or more.
7. At the school bus stop, don't wait or play in the street.
8. Wait until your bus comes to a FULL STOP.

1. WORD ENDINGS - In the paragraph below, supply word endings to the words that need them.

DICK AND TIM WERE WAIT___ FOR THE BUS. THEY WERE WAIT___ NEAR THE NEW POST OFFICE. TIM SAW TWO NEW MAIL TRUCK_. TIM CALL__ TO DICK. THE BOY_ WERE BOTH EXCITED ABOUT SEEING ALL THE THING_ AT THE POST OFFICE. THE DRIVER OF THE SCHOOL BUS STOP__ AT TIM'S BUS STOP. TIM WAS NO WHERE IN SIGHT. TIM WAS HOLD___ UP THE SCHOOL BUS. THE CHILD___ WOULD BE LATE FOR SCHOOL. THE TEACH__ AT SCHOOL WOULD NOT BE VERY HAPPY. THE BOY_ AND GIRL_ ON THE BUS WOULD HAVE TO SPEAK TO TIM ABOUT THE IMPORTANCE OF BEING ON TIME.

2. SENTENCE READING - Write the following sentences on the chalkboard. Explain to the children that the sentences answer the questions who, when, and what. Have the children copy the number of each sentence and after the number write the answer to the questions.

a. This morning when he got on the school bus, Sam saw that the aisles were not clear.

b. The aisles were filled with books and clothing that cold morning in winter.

c. Immediately, the bus driver cleared the aisles with the help of the children and drove down the busy street to the next bus stop.

	WHO	WHEN	WHAT
a.	Sam	This morning	Saw the aisles were not clear
b.	Aisles	That morning in winter	Filled with books and clothing
c.	The bus driver Children	That morning	Cleared the aisles and drove down the busy street to the next bus stop.

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INTRODUCTION: The following activities are designed to reinforce the procedures for entering the school bus.

PROCEDURES FOR ENTERING THE SCHOOL BUS:

1. Wait for the school bus doors to be opened.
2. Keep one hand free to use the handrail.
3. Allow the smaller children to be in front of the line.
4. Leave space between each child in case of:

   abrupt halt by another child

   child picking up fallen object

   child in front missing a step

5. Tale seat promptly.

1. MATCHING PHRASES - Select the correct number to complete the phrase.

_____a. Wait for the school bus doors
_____b. Keep one hand free
_____c. Allow the smaller children
_____d. Leave space between
_____e. Take seat

1. promptly.
2. to be opened.
3. to be in front of the line.
4. to use the handrail.
5. each child

A

HOW MUCH DO YOU REMEMBER?

DONALD WAS SURPRISED TO SEE SO MANY CHILDREN ON THE SCHOOL BUS. ROWS AND ROWS OF SEATS LINED THE FLOOR OF THE SCHOOL BUS. IN FRONT WAS THE BUS DRIVER'S SEAT. THE EMERGENCY DOOR WAS LOCATED AT THE REAR OF THE BUS. EACH CHILD SAT IN HIS SEAT. THE SEATS WERE BLACK LEATHER AND VERY COMFORTABLE. THE WINDOWS WERE SHINY AND CLEAN. ALL OF THE WINDOWS WERE CLOSED BECAUSE THE BUS WAS AIR CONDITIONED. IF A BUS WINDOW WAS OPENED OR DAMAGED, DONALD KNEW HE HAD TO REPORT IT TO THE BUS DRIVER BEFORE THE BUS STARTED TO GO. DONALD WAS HAPPY BECAUSE HE WAS GOING ON A FIELD TRIP TO THE AIRPORT.

Answer the following questions:

A. WHAT WAS COMFORTABLE AND BLACK LEATHER?

_____

_____

B. WHAT WAS SHINY AND CLEAN?

_____

_____

C. WHERE WAS THE EMERGENCY DOOR LOCATED?

_____

_____

D. WHO SHOULD DONALD TELL ABOUT AN OPEN WINDOW?

_____

_____

E. WHY WAS DONALD HAPPY?

_____

_____

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F. WHY DID DONALD HAVE TO USE A BUS TO GET WHERE HE WANTED TO GO?

_____

_____

G. WHO ELSE WAS ON THE BUS BESIDES DONALD?

_____

_____

H. WHERE DID EACH CHILD SIT?

_____

_____

2. MASTER FOR REPRODUCTION

A - How Much Do You Remember?

Directions

Distribute master to children. Have the students read the paragraph and complete the blanks. (See following page.)

INTRODUCTION: The following activities are designed to reinforce the procedures for riding on the bus and are constructed to be integrated in other disciplinary areas.

PROCEDURES FOR RIDING ON THE BUS:

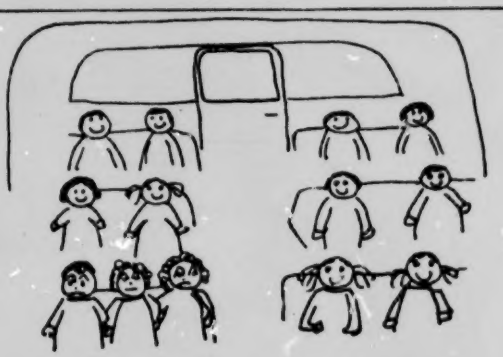
1. Stay quietly in your seat.
2. Save snacks and homework for later.
3. Put books or bundles where they can't slide or fall.
4. Keep your arms and legs out of the aisles.
5. Act as you would in a classroom.
6. Try not to carry big or heavy things on a bus.
7. Your head, hand, and bundles are safest inside the bus.
8. Avoid: obstructing the path, rolling objects, spilling lunches and slippage, and throwing objects.
9. Remain seated while the bus is in motion.
10. Don't talk to driver except in emergencies.
11. No talking at all when the bus is near a railroad crossing.

1. MASTER FOR REPRODUCTION

   B - Original Poems

2. SPEED READING - Give the children a short selection of procedures for riding on the bus. Call "stop" and have the children turn their paper over. Uncover a series of questions written on the blackboard based on the procedures.

On this page there are 4 illustrations for a poem, but the poem has been left out. Study the pictures and then write a poem for each picture.



MASTER FOR REPRODUCTION B

ORIGINAL POEMS

DIRECTIONS

Distribute student handout. Students study the illustration and write a poem to accompany each picture.

Discussion of proper behavior on bus can follow.

BUS BEHAVIOR

The children may write answers to as many questions as they can.

a. How should you sit in your seat on the bus? (Quietly)

b. What should you save to do for later? (Snacks and Homework)

c. Where do you put bundles or books? (Where they can't slip or fall)

d. What do you keep out of the aisles? (Your arms and legs)

e. What should you try not to carry on the bus? (Big and heavy things)

f. Name two things you should avoid doing on the bus. (Obstructing the path, rolling objects, spilling lunches and slippage, and throwing objects)

g. What should you do while the bus is in motion? (Remain seated)

h. When must you never speak at all on the bus? (At a railroad crossing)

INTRODUCTION: The following activities are designed to reinforce the procedures for exiting the bus.
Note: be sure that you use your counties specific procedure.

PROCEDURES FOR EXITING

Since procedures for exiting vary from county to county, please check the proper procedure for your school and county and explain it to your students.

INFORMATION ON LOADING AND UNLOADING SCHOOL BUSES FOR THE STATE OF MARYLAND

Baltimore City - The school bus pulls over to the curb at established transit bus stops, and the children exit and cross the street as pedestrians. No flashing warning lights are used, and cars can pass the school bus when it is stopped.

Baltimore County - If it is necessary for a child to cross the street before entering or after exiting the school bus, the child must make the crossing as a pedestrian. When the school bus stops to pick up children, it will flash its warning lights and cars coming from both directions must stop.

Counties other than Baltimore County - The school bus flashes warning lights as children enter and exit the school bus. When the children cross in front of the school bus, they should cross approximately five steps in front of the bus. If it is necessary for the child to cross the street, the driver will wait for the child.

1. MASTERS FOR REPRODUCTION

C - Words Tell The Story

D - Fun With Words

E - At the Stop

F - Entering

G - Riding

H - Exiting

C

WORDS TELL THE STORY

Fill in the spaces below using two describing words for each object named.

Example: long, yellow bus

soft, black seats

1. _____, _____ speed
2. _____, _____ wheel
3. _____, _____ wipers
4. _____, _____ doors
5. _____, _____ tires
6. _____, _____ horn
7. _____, _____ floor
8. _____, _____ lights
9. _____, _____ mirrors
10. _____, _____ steps
11. _____, _____ children
12. _____, _____ driver
13. _____, _____ street
14. _____, _____ handrail
15. _____, _____ intersection

MASTER FOR REPRODUCTION C

WORDS TELL THE STORY

DIRECTIONS

Distribute student handout. Students fill in spaces by using adjectives for each object named.

FUN WITH WORDS

List words that show action, name, or describe the situation below:

WALK TO THE BUS	AT THE BUS STOP	RIDING ON THE BUS	EXITING FROM THE BUS	THE BUS

MASTER FOR REPRODUCTION D

FUN WITH WORDS

DIRECTIONS

Distribute student handout. Students write verbs, nouns, and adjectives to describe specific situations.

122

AT THE STOP

123

124

99

MASTER FOR REPRODUCTION E

AT THE STOP

DIRECTIONS

Use this on an overhead projector and discuss the correct procedure.

125

126
127

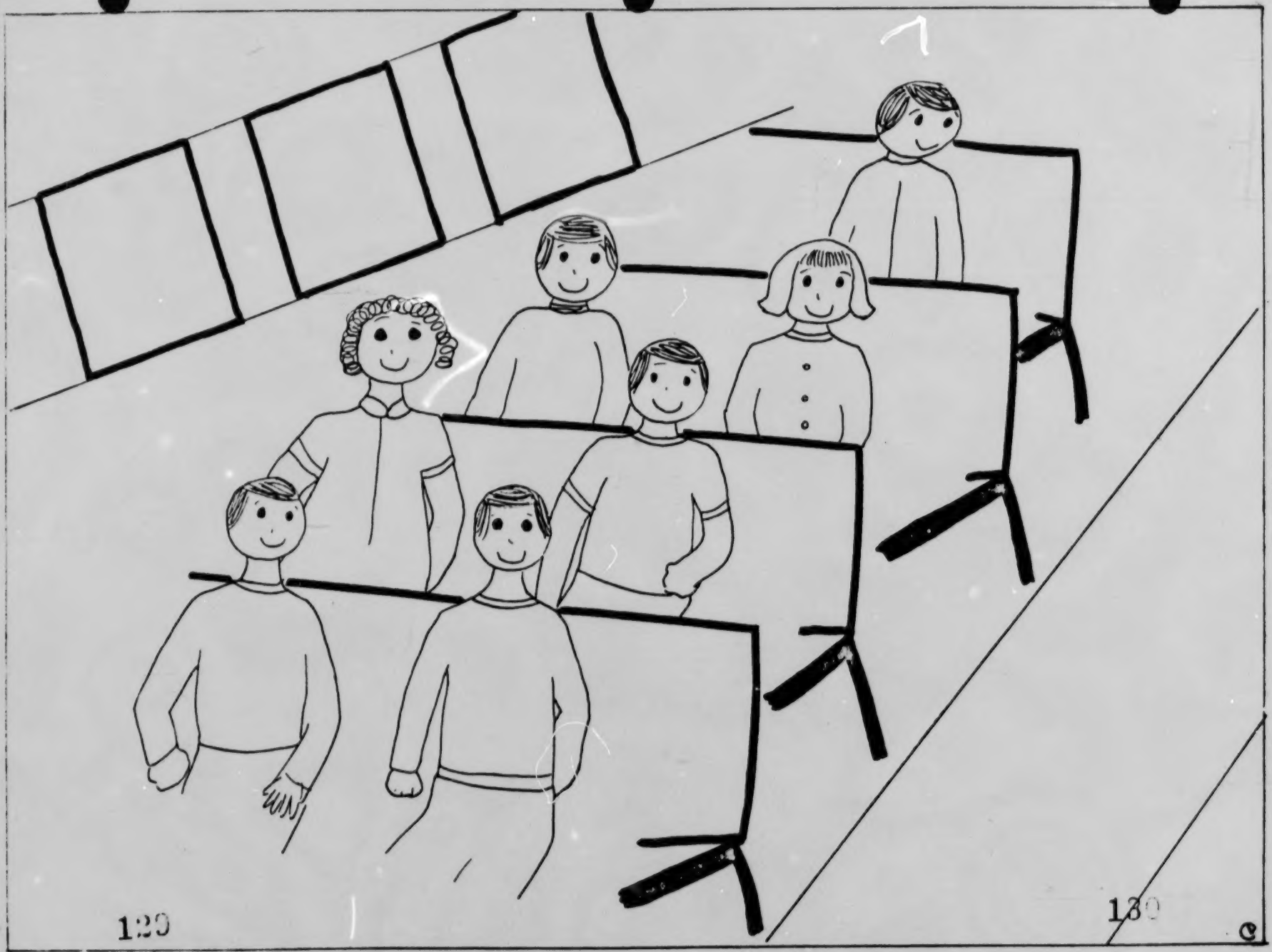
MASTER FOR REPRODUCTION F

ENTERING

DIRECTIONS

Use this on an overhead projector and discuss the correct procedure.

123



RIDING

120

130

MASTER FOR REPRODUCTION G

RIDING

DIRECTIONS

Use this on an overhead projector and discuss the correct procedure.

EXITING

132

133

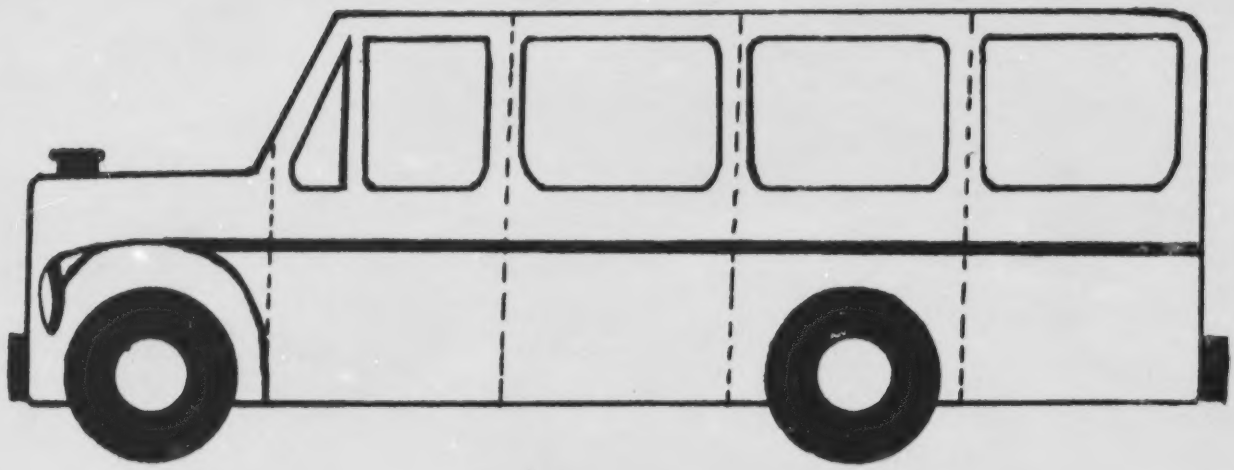
H

MASTER FOR REPRODUCTION H

EXITING

DIRECTIONS

Use this on an overhead projector and discuss the correct procedure.



SCHOOL BUS CUTOUT

DO YOU WANT AN IMAGINATIVE AND EFFECTIVE WAY TO TEACH A SCHOOL BUS SAFETY LESSON? THEN ASK YOU CLASS TO MAKE THIS ALMOST-LIFE-SIZE SCHOOL BUS OUT OF COLORFUL POSTER-BOARD, ADD SOME CHAIRS TO FORM THE BUS INTERIOR, BRIEF THE CHILDREN ON THE BASIC RULES FOR SAFETY AND LET THEM GO ON FROM THERE. THEY CAN SHOW YOU HOW TO BOARD, WHERE TO SIT, STOW THEIR BOOKS AND WHERE TO STAND. THE POSSIBILITIES FOR ACTING OUT SAFE BUS RIDING PRACTICES ARE ENDLESS!

TO MAKE THE BUS, YOU'LL NEED SEVEN SHEETS OF POSTERBOARD, PAINT OR FELT PENS FOR DECORATING, GLUE, STAPLES, CONSTRUCTION PAPER FOR THE BUMPERS AND HUBCAPS, AND TAPE THAT IS AT LEAST ONE-INCH WIDE. BEGIN BY CUTTING ONE PIECE OF THE POSTERBOARD IN HALF TO FORM THE BUS HOOD.

CUT WINDOWS OUT OF FOUR BOARDS. CUTTING OUT A SLANTED WINDSHIELD AND PROJECTING BUMPERS IS OPTIONAL. THEN TAPE THE PIECES TOGETHER VERTICALLY. IF YOU ALLOW ENOUGH FLEXIBILITY WHEN YOU TAPE, THE BUS CAN LATER BE FOLDED AND STORED LIKE A JAPANESE SCREEN.

CUT TWO CIRCLES, EACH ONE ALMOST AS WIDE AS ONE SECTION OF THE BUS. TAPE TO THE POSTERBOARD IN THE LOCATION SHOWN. THE WHEELS SHOULD EXTEND BELOW THE BOTTOM LINE OF THE BUS BODY SO THEY BIDE THE STANDING BUS SUPPORTS. PASTE ON HUBCAPS OF CONSTRUCTION PAPER.

BUS SUPPORTS ARE MADE FROM TWO IDENTICAL ISOSCELES TRIANGLES CUT FROM THE POSTER-BOARD. EACH TRIANGLE SHOULD BE ABOUT TWO-THIRDS THE HEIGHT OF THE BUS(MEASURING FROM THE BOTTOM OF THE WHEELS), WITH A BASE ABOUT ONE-HALF THE LENGTH OF THE TRIANGLE SIDE. FOLD THE TRIANGLE IN HALF VERTICALLY (YOU MAY HAVE TO SCORE THE BOARD SO THAT IT WILL FOLD PROPERLY). ATTACH ONE SIDE OF THE FOLDED HALF TO THE BACK OF THE BUS BEHIND THE WHEEL. BEND THE OTHER HALF PERPENDICULAR TO THE BUS BODY.

ADD THE FENDERS, LIGHTS, SCHOOL NAME AND ANY OTHER DECORATIONS WITH BRIGHTLY COLORED PAINT. LINE UP DESK CHAIRS IN PAIRS TO FORM THE BUS INTERIOR. THE PUPIL DESIGNATED AS THE DRIVER SHOULD SIT ALONE. THEN, THE CHILDREN SHOULD LEARN AND PRACTICE THE BASIC RULES FOR RIDING THE SCHOOL BUS SAFELY.

BICYCLE SAFETY ACTIVITIES

UNIT OBJECTIVES:

Through a sequence of learning activities using the bicycle as the focal point, the student will acquire a basic understanding of the highway system and its inherent laws.

BICYCLE BASIC CONCEPT REVIEW

1. A bicycle is a vehicle.

2. A good driver must consider: the size of bike, the type of bike, where he rides, and his skill.

3. Since the bicycle is a vehicle, the driver must know and understand the laws and rules of the road and know local regulations.

4. For a bicyclist to be safe, he should know the right size of bicycle for him, the right seat position, handlebar position, and body position.

5. There is equipment on a bicycle that is required for safety, and there is optional equipment for decorative purposes.

6. Keeping your bicycle in good working condition with all parts functioning properly, is a must for a good bicycle driver.

7. A bicyclist should be able to recognize signs and signals by their shape and color.

8. A bicyclist must be familiar with the new signs.

9. A bicyclist must be able to recognize signs and signals for railroad crossings.

10. A bicyclist must be able to identify the meaning of street markings.

11. The bicyclist must know the rules of the road if the bicycle is to be used as a vehicle in the street.

SKILLS YOU MUST HAVE TO BE A GOOD BIKE DRIVER

1. Getting on and starting up.
2. Balancing.
3. Keeping a good position.
4. Pedaling and ankling.
5. Changing balance to turn, avoiding hazards.
6. Braking to control speed.
7. Stopping when you expect to cope with an emergency.
8. Getting off your bike.

Two important things to remember:

1. Proper fit.
2. Safety check.

SAFE BICYCLE PRACTICES

1. Safety check the vehicle.
2. Choose a safe route.
3. Drive the route mentally before starting.
4. Leave in time to reach the destination safely.
5. Know how well you can drive.
6. Get ready to drive before you start.
7. Keep safe following distances.
8. Keep to the right.
9. Look ahead--stay ready for action.

BICYCLE SAFETY CHECK

1. Be sure your bike is in a safe condition for driving.
2. Be sure to have in working order a light in front, a reflector in back, and a horn or bell on your bike.
3. Keep to the right. Drive with the traffic, never against it.
4. Obey all signs, signals, and pavement markings.
5. Always use hand signals for right turn, left turn, and stop.
6. Make each turn with caution.
7. Always give the right-of-way to pedestrians.
8. Cross intersections safely.
9. Drive your bike as a traffic vehicle when you drive in a traffic area.
10. Take special precautions when you drive at night.

_____

Child's Signature

_____

Parent's Signature

PARENTAL GUIDE FOR PURCHASING A BICYCLE

1. Is my child old enough to understand his responsibility in traffic?
2. Will he keep a bike in good shape?
3. Will he practice a safe bicycle driver's code?
4. Will I see that my child gets proper instruction in bicycle safety before he is permitted to drive in traffic?
5. Do we live in a safe area not heavily congested with traffic?
6. Are there safe places to ride a bike near home?
7. Does the bicycle fit the child? (Leg, thigh, and heel of the foot on the low pedal should form a straight line.)
8. Is the saddle parallel to the ground?
9. Are the handlebar grips at right angles to the handlebar stem?

NOTE: Some bicycles can be adjusted somewhat to the child.

Additional resource material can be obtained from: American Automobile Association, 1712 G Street, N. W., Washington, D. C.20006

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OBJECTIVE: Through a series of situational case studies that require analysis of possible law infractions, the student will be able to apply the specific law and decide who was at fault in each case.

CONCEPTS TO BE DEVELOPED:

The actual cause of hazardous situations may not be apparent in superficial observation.

Many hazardous situations or accidents have underlying causes.

Laws are the basis for determining innocent as well as guilty parties in the event of accidents.

TEACHER INFORMATION

Sidewalk (People Path) - A sidewalk is a path at the side of a street for people, animals and non-vehicles. (A bicycle used on a sidewalk is not classified as a vehicle.) A sidewalk can be made of concrete, grass, gravel, or asphalt.

Street (Car Path) - A street is an area designated for use by vehicles of various kinds and is not a play area unless blocked off and especially marked as such.

MASTERS FOR REPRODUCTION - The following masters are designed as individual activities and include the skills below:

Drawing Analogies
Drawing Conclusions
Making Comparisons
Making Judgements
Interpreting Facts
Reading for Details
Reading for Meaning
Understanding a Paragraph
Understanding Sentences

1. MASTERS FOR REPRODUCTION

A - You Be The Judge - Riding Against Traffic

B - You Be The Judge - Riding on a Four - Lane Highway

C - You Be The Judge - Night Light For Driving

D - Creative Writing

E - Understanding Sentences

F - Understanding a Paragraph

112

YOU BE THE JUDGE!

Andy loves to ride his bicycle. He just got a real beauty for his birthday. It has all the latest equipment. He really feels proud when he rides it. He can even do wheelies. He drives his bicycle to school every school day. He can't understand why so many of the motorists honk their horn at him. At first he thought they were just showing how "neat" they thought his bicycle was. However, the more times he rides it, the more times they honk their horns at him. Finally, yesterday someone in a truck screamed out..... "You're breaking the law".....this really frightened Andy. Can you help him? YOU BE THE JUDGE! What do you think Andy was doing wrong? Write your decision in the space provided below. Base your answer on the bicycle laws we have studied.

MASTER FOR REPRODUCTION A

YOU BE THE JUDGE

DIRECTIONS

Distribute student handout.

(Answer)

THE LAW SAYS: The bicycle driver is riding on the wrong side of the street if he is RIDING AGAINST TRAFFIC. Always ride on the RIGHT SIDE of the street or in the right lane.

YOU BE THE JUDGE!

Jeffrey drives his bicycle to school every day. Now that he is going to go to the junior high school he is looking for a short cut. He told his friend Mike that he is going to take the four-lane highway near his home. That should save him at least ten minutes in either direction. His friend Mike told him that he would be breaking the law. YOU BE THE JUDGE! What law would Jeffrey be breaking? Write your decision in the space provided below. Base your answer on the bicycle laws we have studied.

MASTER FOR REPRODUCTION B

YOU BE THE JUDGE

DIRECTIONS

Distribute student handout.

(Answer)

THE LAW SAYS: Riding on a four-lane highway where the speed limit is more than 35 miles per hour is illegal.

YOU BE THE JUDGE!

Tim's mother is a school crossing guard. She is very aware of the safety rules for motorists, bicycle riders and pedestrians. She really cares about the boys and girls in her community.

One day last week Tim and his mother were going shopping in the evening. As they were approaching a turn near the intersection, Tim's mom thought she saw a bicycle driver. She was very cautious. Luckily, she noticed in time. For at the corner was a bicycle driver. Tim's mother stopped the car and told the bicycle driver that what he was doing was against the law. YOU BE THE JUDGE? What was the bicycle driver doing that upset Tim's mother and almost caused an accident. Write your decision on the space provided below. Base your findings on the bicycle laws we have studied.

MASTER FOR REPRODUCTION C

YOU BE THE JUDGE

DIRECTIONS

Distribute student handout.

(Answer)

THE LAW SAYS: All vehicles must have a night light for driving.

D

CREATIVE WRITING

Below are nine common reasons for bicycle driving. Select any three and write a make-believe story or tall tale. Include yourself and your experiences with your bicycle in the story.

1. go to school
2. go to a friend
3. do errands
4. play tag
5. stunt riding
6. race
7. play pretend games
8. drive just for fun
9. visit places

MASTER FOR REPRODUCTION D

CREATIVE WRITING

DIRECTIONS

Distribute student handout. Students select any three situations and create a story putting themselves in as one of the characters.

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UNDERSTANDING SENTENCES

Read the following Maryland Motor Vehicle Bicycle Laws silently.

"Required:

1. HEAD LAMP - a head lamp with a white light which can be seen 500 feet to the front.

2. RED REFLECTOR - a red reflector on the rear, or a red light which can be seen for 600 feet.

ANSWER THE FOLLOWING QUESTIONS

1. WHAT DOES THE FIRST LAW TALK ABOUT?

2. A HEAD LAMP WITH A WHITE LIGHT MUST BE SEEN AT LEAST _____FEET.

3. WHAT COLOR LIGHT MUST THE HEAD LAMP HAVE?

4. WHAT DOES THE SECOND LAW TALK ABOUT?

5. WHERE MUST A RED REFLECTOR BE PLACED ON THE BICYCLE?

6. A RED REFLECTOR OR RED LIGHT MUST BE SEEN AT LEAST _____FEET.

7. IN THE SPACE BELOW, DRAW A BICYCLE WITH A RED LIGHT OR REFLECTOR AND A HEAD LAMP.

MASTER FOR REPRODUCTION E

UNDERSTANDING SENTENCES

DIRECTIONS

Distribute student handout. Students study sentences one and two and answer the questions.

ANSWERS:

1. head lamps
2. 500 feet
3. white
4. red reflectors or red light
5. rear
6. 600 feet

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UNDERSTANDING A PARAGRAPH

READ THIS PARAGRAPH SILENTLY AND ANSWER THE QUESTIONS BELOW.

RAILROAD CROSSINGS

Stop within 50 to 15 feet of a railroad crossing if the warning signal is flashing, if the crossing gate is down or if a train is approaching.

If you start over a crossing and the flasher lights start flashing or gates start down, don't hesitate. Keep going. It will only take seconds to clear the rails. The gate on the other side will not block you since it only blocks traffic approaching from the opposite direction. It is impossible to be trapped by the gates.

1. What does this paragraph talk about?

2. When do you stop within 50 to 15 feet of a railroad crossing?

3. What should you NOT DO if you start over a crossing and the flasher lights starts flashing or gates are down?

4. What will not block you?

5. Write the main idea of the closing sentence.

6. In the space below, illustrate the main idea of this paragraph.

MASTER FOR REPRODUCTION F

UNDERSTANDING A PARAGRAPH

DIRECTIONS

Distribute student handout. Students study paragraph and answer all questions.

ANSWERS:

1. Railroad Crossings.
2. Warning signal flashing, crossing gate down, train approaching.
3. Don't hesitate.
4. Gate on the other side.
5. You can't be trapped by gates.

AUTO PASSENGER SAFETY ACTIVITIES

UNIT OBJECTIVES:

1. Through the involvement in a series of activities, the student will be motivated to use safety belts at all times.

2. The students will be able to identify and avoid specific hazardous activities while riding as a passenger.

OBJECTIVES: Having experienced the following learning activities the student will be able to:

1. State the procedures for entering and exiting a car.
2. Describe at least two valid reasons for wearing a seat belt.
3. Correctly demonstrate all procedures in a mock or real situation as outlined in the learning activities for entering and riding and exiting from a car.

TEACHER INFORMATION

PROCEDURES FOR ENTERING A CAR (REVIEW)

1. Open the car door on the curb side.
2. Be sure the door is closed securely.
3. Lock the door.
4. Fasten the seat belt and adjust it securely.

Have the children demonstrate in a simulated situation the procedures for entering a car and be prepared to describe orally why these steps are necessary.

DESIRABLE PASSENGER BEHAVIOR (REVIEW)

Review concepts of desirable passenger behavior.

1. Leave the driver alone. (Discuss why this is important.)
2. Driving is a complex mental and physical task, any diversion of attention could have disastrous results.
3. Talk in quiet tones. (So the driver can be aware of sounds of sirens from emergency vehicles or trains at a railroad track.)

Passengers in a vehicle carry as much responsibility as a safe driver.

TYPES OF SEAT BELTS (REVIEW)

Have the children be prepared to describe orally the various types of seat belts. (push button or lever release)

Have the children demonstrate the proper placement and adjustment of the seat belt and tell why a secure, but not too tight a fit is necessary.

Children may bring large belts from home, or with permission, use a teacher's car on the parking lot for seat belt demonstration.

(Refer to Grade Level Two for additional Information)

WHY USE SEAT BELTS?

Seat Belts reduce injuries and save lives. Discussion statements.

1. Keeps driver secure and comfortable in his seat. Helps driver stay alert and drive safely.

2. Prevents "ejection" from car. Person thrown from car can be crushed, dragged, or thrown into "hostile" objects, and is virtually certain to be killed or seriously injured.

3. Helps prevent "second collision." (First collision: collision of vehicle with another object or vehicle. Second collision: person within car "collides" with a hostile surface such as windshield, dashboard, seat back, control, roof, side panel and/or window, etc.)

4. Helps driver maintain control of car. In emergencies, driver is kept "in the driver's seat." He is able to avoid accidents or, if an accident should occur, he is able to prevent minor accidents from becoming major ones.

5. In case of accident, safety belt users are less likely to be injured or rendered unconscious. He would be, therefore, better able to take care of himself and to aid and assist others after the accident.

"Automobile Safety Belt Activities Book," U. S. Department of Transportation, National Highways Traffic Safety Administration, page 1.

SEAT BELT ACTIVITIES

1. Teacher-directed Discussion

   How does a seat belt work?

   How does a seat belt help protect a person from being injured?

   Do you use a seat belt? Why?

   What other rules are important to remember while riding in a car?

2. Role Playing

   The teacher should choose one child to role play in each of the following situations as they are read and discussed:

   a) Not fastening the seat belt. Relate a situation such as: Johnny is riding to the store with his mother. He was standing on the floor in the back, his arm over the front seat and he was looking out the window without his seat belt fastened. Suddenly mother slams on the brakes. What could happen to Johnny?

   b) Fastening the seat belt loosely. Relate a situation such as: Sally went riding with her father. She had fastened her belt loosely so that she could watch out the back window. Sally's father quickly turned the corner. What could happen to Sally?

   c) Fastening the seat belt securely and snugly. Relate a situation such as: Billy and his mother were on their way to Grandma's house. Suddenly, a dog ran out in front of the car. Billy's mother quickly stepped on the brakes. Was Billy in as much danger as Sally or as Johnny? Why not?

Discussion Questions

A) Who was the safest boy or girl? Why?

B) Which boy or girl would you want to be? Why?

C) What is the best and safest way for you to ride in a car?

3. Read Aloud Story - "Almost a Humpty Dumpty"

This story stresses the importance of wearing a seat belt with an emphasis on pulling it snugly. Masters for Reproduction A, B, C can be used as overlays with the story. A culminating activity at the end of the story is a scrambled phrase. Write the phrase on the chalkboard and have the children unscramble it. (Message - Pull Seat Belt Snug). (llpu tsea eblt ugsn)

4. MASTERS FOR REPRODUCTION

A - Picture of Car Seat with Seat Belt (Supplement to story)

B - Picture of Little Girl (Supplement to story)

C - Picture of Little Girl Buckling her Seat Belt (Supplement to story)

ALMOST A HUMPTY DUMPTY

When you get in the car, what is the first thing you do? That is an easy question. You buckle up. You fasten your safety belt. If you do not, you are taking a big chance. There is one other thing you must do.

Look at the poster. Look at the girl. What is she doing? She is pulling the safety belt. She is making it snug. Do you always make your safety belt snug?

Here is the story about the girl in the poster:

Lucy liked to ride in the car. She liked to watch out the window. She liked to see new places. Her mother and father told her: "Always put on your safety belt when you get in the car." Lucy put on her safety belt, but she did not pull it snug.

Lucy thought: If I pull the safety belt snug, I will not be able to move around and see out all the windows.

One day Lucy and her father went for a drive. A car in front of them stopped quickly. Lucy's father stopped quickly, too. Lucy flew forward. She bumped her head. The bump hurt.

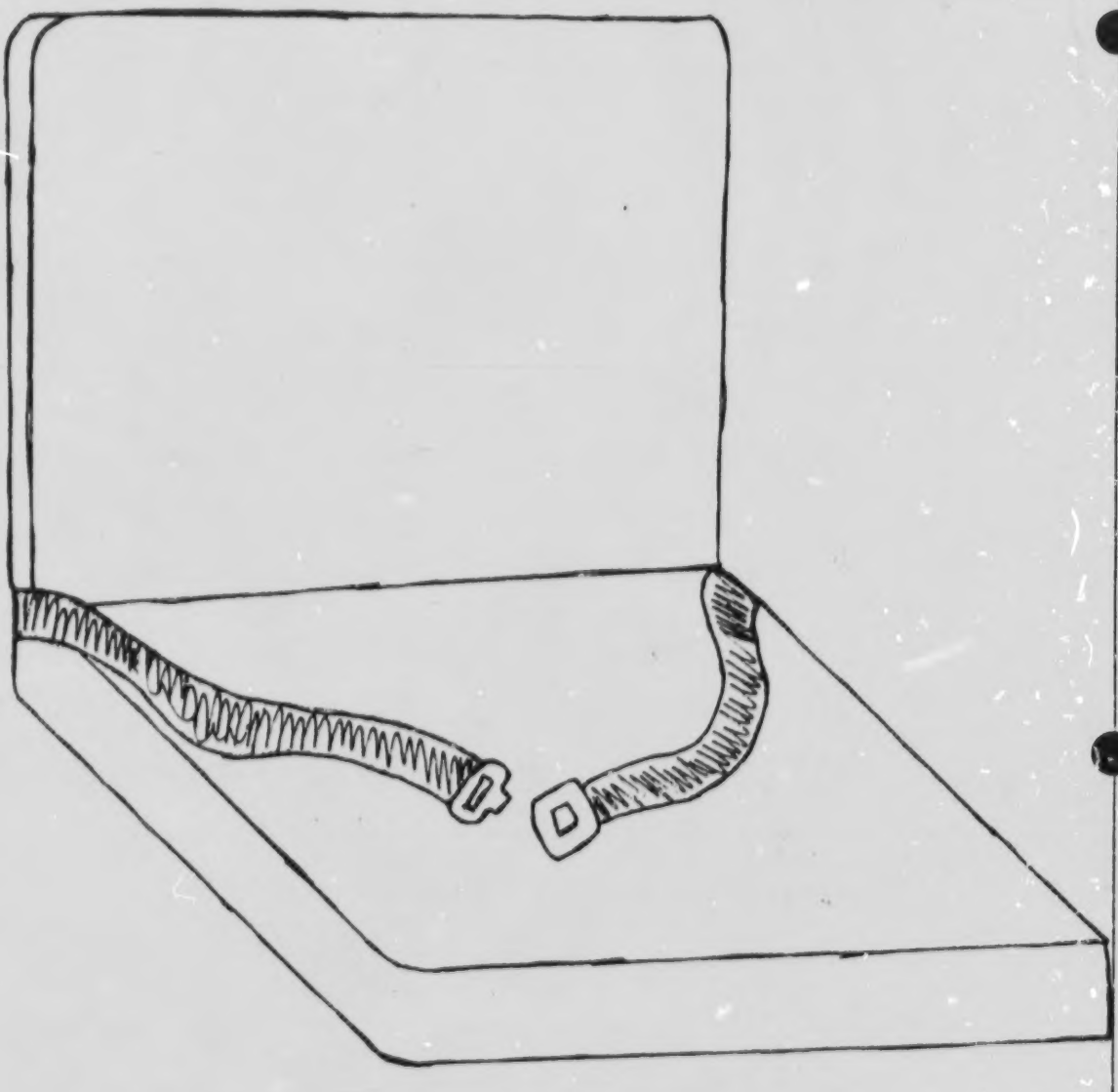
Lucy's father said, "If you had pulled your safety belt snug, you would not have bumped your head."

The bump did not hurt too long, but Lucy always remembered this lesson.

Do you know what this lesson is?

lupl oyru faytes tebl gusn

Unscramble the letters. Put them in the right order. Then you will know what the lesson was. (Adapted from School Safety Magazine.)



MASTER FOR REPRODUCTION A

ALMOST A HUMPTY DUMPTY

CAR SEAT WITH A SEAT BELT

DIRECTIONS

This is the first in a series of Masters that can be used as overlays with the story, "Almost a Humpty Dumpty" as it is read.

MASTER FOR REPRODUCTION B

ALMOST A HUMPTY DUMPTY

PICTURE OF A LITTLE GIRL

DIRECTIONS

This is the second in a series that can be used as overlays with the story, "Almost a Humpty Dumpty", as it is read.

PULL IT SNUG.

MASTER FOR REPRODUCTION C

ALMOST A HUMPTY DUMPTY

PICTURE OF GIRL BUCKLING SEAT BELT

DIRECTIONS

This is the last in a series that can be used as overlays with the story, "Almost a Humpty Dumpty", as it is read.

SEAT BELTS - SHOULDER STRAPS AND THEIR PROPER USE - Masters for Reproduction E and F (transparency)

This transparency activity is designed to introduce proper uses and limitations of seat belts and shoulder harnesses.

1. MASTERS FOR REPRODUCTION

   E - Types of Lap - Shoulder Harnesses

   F - Carriers for Small Children

2. SHOULDER HARNESS ACTIVITIES

   a) Discussion - Shoulder Harness

      An open discussion of the shoulder harness and its use or non use should occur.

      (*AUTO MANUFACTURERS AND HIGHWAY SAFETY EXPERTS SAY THAT NO ONE SMALLER THAN 4'7" SHOULD USE THE SHOULDER HARNESS.)

   b) Judgement and Measures

      Determine how tall 4'7" actually is by measuring and marking that height with tape on a door frame.

      Have the children in your class measure their height to determine if they are tall enough to use the shoulder strap. The teacher should measure herself as well.

   c) Shoulder Harness Positioning Activity

      Master for Reproduction G. *Illustrations provided show where the shoulder strap will cross a small child's body. What possible injuries might occur? (On force of impact in a collision or swerving, a small child might be choked.)

3. MASTER FOR REPRODUCTION

   G - Shoulder Harness Placement

4. Who Wears Seat Belts?

Astronauts and race car drivers wear seat belts. Have the children discuss why the astronauts need the seat belts. Points to include in the discussion would be weightlessness, sudden jolts and jars, the extreme closeness of the instrument panel, etc. Ask the children about other vehicles that need seat belts and why. When the children discuss the car, mention race cars and the high rates of speed they travel. Ask the children what could happen to cars that travel this ways, i.e. turning and rolling over, crashing into walls, etc. Have the children relate why seat belts are important to these drivers. Have children look through magazines for pictures of race cars and space capsules that show the drivers wearing belts and/or the vehicle in action, i.e. race car that has turned over. Have the children paste these on a piece of butcher paper that has been mounted on a bulletin board. Have them color items to go around the vehicle to show the results to the environment. The bulletin board could be titled "Why Buckle Up?" or "Seat Belts - Good or Bad?"

5. Art Activity - Street Scene

Draw a large mural of a street scene showing that there are many places where cars need to stop quickly. Students can paint, draw or paste cutout pictures of buildings, trees, cars, trucks or people on the mural.

Teacher directed discussion:

Drivers in cities have to make many stops: it is important to wear safety belts when driving on city streets and highways.

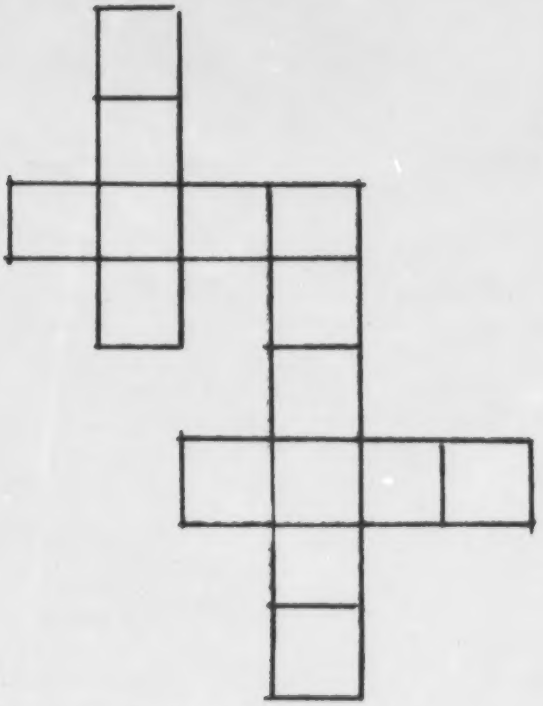
In rural areas where there are many uncontrolled intersections (no signal lights or stop signs), drivers must always be prepared to stop.

Discuss trouble spots in the school neighborhood where quick stops may occur.

6. MASTERS FOR REPRODUCTION

D - Safety Belt Crossword Puzzle
E - Types of Lap-Shoulder Harnesses
F - Carriers for Small Children
G - Shoulder Harness Placement

SAFETY BELT CROSSWORD PUZZLE



Make a sentence of the four words in the puzzle.

_____ _____ _____ _____

ACROSS

2. A cat has nine of them

4. You wear them to keep your pants up.

DOWN

1. What you do with baseball cards, mother does with trading stamps, a lifeguard does with swimmers, and a ban does with money.

2. A baby's diaper is kept on with a _____ pin.

MASTER FOR REPRODUCTION D

SAFETY BELT CROSSWORD PUZZLE

DIRECTIONS

Give children handout or duplicate it on the board. Have them complete it. After the puzzle has been completed, have the children use the words to make a sentence on the lines. Variation: Have students create their own puzzles, using as many safety belt related clues and/or words as possible.

ANSWERS

Across	Down
2. lives	1. save
4. belts	3. safety

SENTENCE

Safety belts save lives.

TYPES OF LAP - SHOULDER HARNESSES

THERE ARE SEVERAL TYPES OF LAP-SHOULDER BELTS. SOME EXAMPLES ARE SHOWN BELOW.

A

B

C

D

MASTER FOR REPRODUCTION E

TYPES OF LAP - SHOULDER HARNESSES

DIRECTIONS

These diagrams may be used to illustrate the proper position of the lap-shoulder harness, the two types of lap shoulder harnesses and the correct way of fastening them.

Content to be related to students.

Diagram A:

Room for a fist between breastbone and belt.
Always wear the lap belt with the shoulder belt - never the shoulder belt only.
Snug over the hip bones, across the pelvic area.
Lower edge of the belt resting on the tops of the thighs.
Not over the soft part of the abdomen.

Diagram B:

This system uses two buckles: One for the shoulder belt and one for the lap belt.

Diagram C:

This system uses a single connection, which secures both the lap and shoulder belt.

Diagram D:

In this system, the shoulder belt is fastened to the lap belt connection. First, connect the lap belt. Then, insert pin of shoulder belt into slot of lap belt connection and pull up until it engages.

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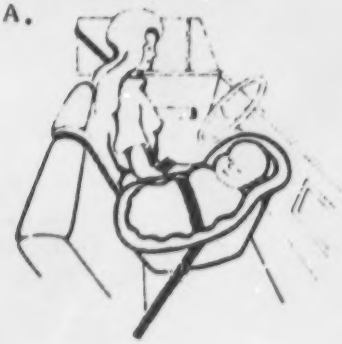
MOTOR VEHICLE ACCIDENTS ARE THE LEADING CAUSE OF DEATH FOR CHILDREN. IN SOME AGE GROUPS, THEY CAUSE MORE DEATHS THAN ALL THE OTHER LEADING CAUSES COMBINED.

A.



B.

C.

MASTER FOR REPRODUCTION F

CARRIERS FOR SMALL CHILDREN

DIRECTIONS

These diagrams may be used as an overlay to illustrate the various types of car seats and baby carriers for small children.

Content to be related to the students:

Diagram A:

Infants under nine months should ride in a bed or carrier with a net or straps over the top. The carrier should be deep enough to keep the baby from being thrown out in case of a sudden crash or stop.

Diagram B:

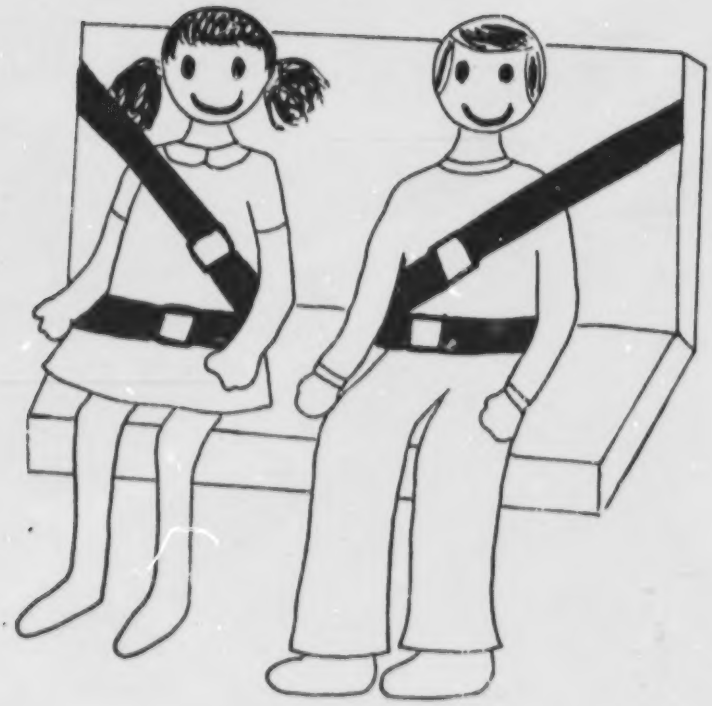
For children from nine months to four or five years, the child should be protected by a special restraint. The National Highway Traffic Safety Administration has issued safety standards for such restraints. If the device was manufactured after April 1, 1971, it is an approved design.

Diagram C:

For children over four years of age, the National Highway Traffic Safety Administration recommends a regular seat belt, pulled firmly around the hips. For children over 4'7", the National Highway Traffic Safety Administration recommends the use of both the seat belt and the shoulder harness.

Use the device that's right for the child and the car. The law requires a label on the car bed or car seat specifying the type of car, seating position, and the maximum height and weight of the user.

SHOULDER HARNESS PLACEMENT



MASTER FOR REPRODUCTION G

SHOULDER HARNESS PLACEMENT

DIRECTIONS

Distribute student handout. Have children discuss the positioning of the shoulder harness and the seat belt.

EXITING FROM A CAR

TEACHER INFORMATION

PROCEDURES FOR EXITING FROM A CAR - (Review)

When possible, always exit on the curb side of the car. If this is not practical, the following procedure should be followed.

1. Check street traffic from behind to side.

2. Open door slightly (6-8 inches) and check again.

3. When traffic is clear, open door far enough to exit to the rear staying close to the side of the car, proceeding to the sidewalk from the rear of the car.

ACTIVITIES

1. Demonstrating Exiting Procedures in the Classroom

   In the classroom, arrange chairs to form the shape of a car

   Have the children take turns sitting on the various chairs and demonstrate the exiting procedures they would use to exit from a car. Examples - driver, front seat passenger, passenger in rear behind driver, and passenger opposite driver in the rear. Variation: Have two or more children at the same time dramatize exiting from the various locations.

2. Demonstrating Exiting Procedures from a Car

   Arrange for a car to be placed at an outdoor location where the children can demonstrate exiting procedures. Examples from the above activity can be used.

3. Watch Out!

   Give the children a piece of 9" x 12" manila paper. Using crayons, have them draw a situation that may arise as a person exits from the car, i.e., a driver who swings the door out into a lane of traffic as he is exiting. Have the children show these to classmates. Have them identify the situation, what is happening and what to do.

OTHER SAFETY DEVICES

Have the children check their family car with their parents to determine other safety devices present.

Safety belts were only the start of the combined effort of the automotive industry and the federal government to make cars safer for people. You might include information on other safety features in late model cars to spark interest in safety belts in your class.

A few of these safety improvements include: Head rests to prevent neck injuries, padded dashes and visors, improved safety glass in windshields, collapsible steering columns that absorb the energy of the driver's impact in a crash, and seat locks that prevent the back of the front seat from flying forward.

But be sure to point out to your students that of all these safety features, the one they have most control over is the safety belt.

"School Safety", Jan.-Feb., 1969, page 26.

SAFETY DEVICES ACTIVITY

With students, develop a list of automotive safety devices (including, of course, safety belts). List function(s) of each device.

EXAMPLES:

WINDSHIELD WIPERS, DEFROSTER: clean rain, snow, ice and vapor off windshield.

BRAKE LIGHTS: visual warning device; car slowing down or stopping.

BLINKER/FLASHER: visual warning device; car stopped along roadside or traveling slow in fast moving traffic.

HORN: audible warning device; draws attention.

BUMPER: absorbs impact; prevents or minimizes damage to car body.

FENDER/MUDGUARD: catches "flying objects" such as mud, rocks, water, etc.

SAFETY DEVICES ACTIVITY

Creative Writing - Art - Past, Present and Future

Have the children get a picture of an older car, i.e., Model T, and a picture of a recent model car, i.e., 1973 model. Have them compare and discuss the difference in safety features. Have the children look through magazines, etc. for pictures of new automobiles that show their safety devices, and then cut them out. Have the children design a car of their own using the cutouts. If they are unable to find pictures of devices and/or want to design their own, allow them to color these into their picture. Variation: This information could be written in a report instead of drawing. In the information the children may indicate the need for the devices. These could be placed on a bulletin board and it could be called, "Designing for Past, Present, Future." Variation: Children can discuss how the changing world has caused the need for the devices to be changed.

OBJECTIVE: Having experienced a series of work sheets concerned with map reading, the student will be able to:

1. Interpret map legends.
2. Determine compass directions on a map.
3. Interpret symbols representing highway types, cities, airports, etc. found on a map.
4. Compute mileage from a map.
5. Measure distance in relation to map scales.

MAP READING

TEACHER INFORMATION

Legends

There are different kinds of roads and highways that connect towns and cities. There are interstate highways and state highways. The kind of highway is shown by the shape of its marker. Each highway has a route number. Secondary roads are smaller than highways. Not all secondary roads have route numbers.

Have the children discuss and describe the differences in the following:

a) How a U. S. highway is marked.
b) The difference between an interstate highway and a secondary road.
c) Which road would be the safest road to travel and why?

1. MASTERS FOR REPRODUCTION

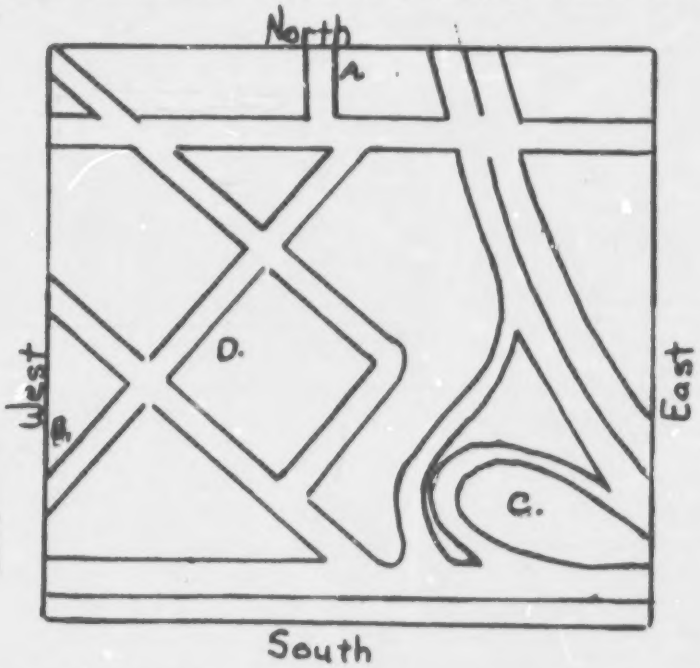
I - Finding Directions on a Map
J - Reading a Map
K - Measuring Distance in Relation to Scale
L - Scale Drawings Computing Mileage
M - Map Skills - Reading Legends
N - Map Reading Skills - Directions and Reading a Legend
O - Drawing a Map According to Scale

FINDING DIRECTIONS ON A MAP

Finding directions on a map is important. Directions help us to tell where places are. Sometimes the directions north, south east and west are marked on a map. Sometimes only the direction north is given.

Directions:

On the map below find the word north and underline the word with a red crayon. Find the word south and draw a green line under south. Draw a blue line under west. Draw a yellow line under east.



1. Draw a school at Point A. Point A is located on the _____ side of the map.

2. Beginning at point B on the map, use a crayon to trace the shortest and most direct path of travel to the school.

3. The area around point C is a lake. Color the lake blue. The school is located _____ of the lake.

4. Point D is a baseball diamond. Draw in the bases and color the field green.

5. The lake is _____ of the baseball diamond.

MASTER FOR REPRODUCTION I

FINDING DIRECTIONS ON A MAP

DIRECTIONS

Have the children identify and draw directions using color code. Have them read the sentences and complete the blanks from the given information.

ANSWERS

1. north
2. On map
3. north
4. south
5. east

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READING A MAP

The map below does not have the words printed on it. In place of the words there is a symbol showing only N for north. Locate the symbol and circle it. Now write the directions north, south, west and east on the map.

1. Name the country that is north of Minnesota._____

2. Name the state that is south of Minnesota._____

3. Name the states that are west of Minnesota._____

4. Name the state that is east of Minnesota._____

MASTER FOR REPRODUCTION J

READING A MAP

DIRECTIONS

Have the children place the directions on the map according to given information. Have children read sentences and complete them from the given information.

ANSWERS

1. Canada
2. Iowa
3. North Dakota, South Dakota
4. Wisconsin

MEASURING DISTANCE IN RELATION TO SCALE

Using the scale 1 inch to 1 mile draw:

1. A line segment to represent 2 miles.

2. A line segment to represent 1/2 mile.

3. A line segment to represent 3/4 miles.

4. A line segment to represent 2-1/2 miles.

5. A line segment to represent 1-1/4 miles.

6. If the scale on a map is 1 inch to 200 miles, then 3 inches would represent _____ miles.

MASTER FOR REPRODUCTION K

MEASURING DISTANCE IN RELATION TO SCALE

DIRECTIONS

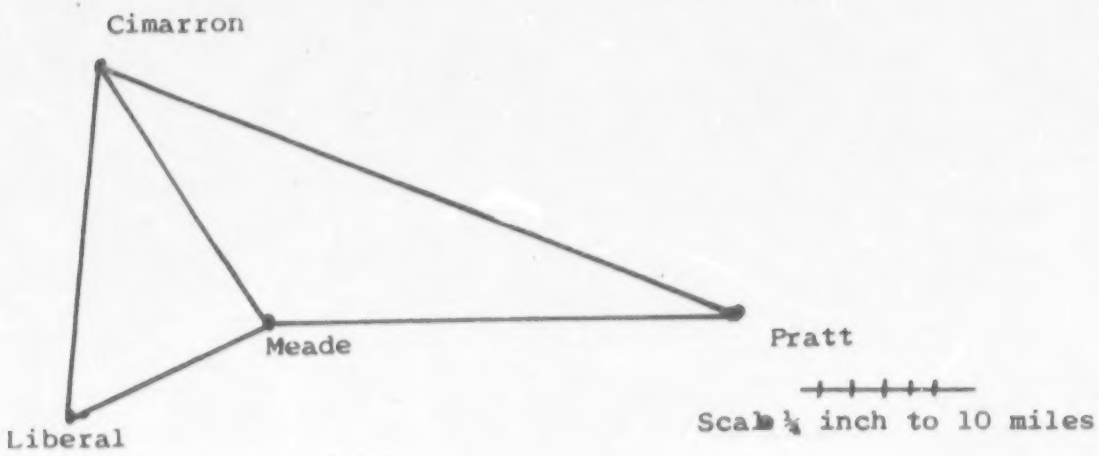
Have children draw line segments that correspond to given information for items 1-5. Place the answers in the blanks.

TO THE TEACHER - This activity is provided as background for using the Scale of Miles on a road map.

ANSWERS

1. 2" line
2. 1/2" line
3. 3/4" line
4. 2-1/2" line
5. 1-1/4" line
6. 600 miles

SCALE DRAWINGS COMPUTING MILEAGE



1. How many miles is it from Cimarron to Liberal? _____
2. How many miles is it from Cimarron to Meade? _____
3. How many miles is it from Cimarron to Pratt? _____
4. How many miles is it from Meade to Liberal? _____
5. How many miles is it from Meade to Pratt? _____
6. How many miles is it from Pratt through Meade to Cimmaron? _____
7. How many miles is it from Liberal through Meade, through Pratt to Cimmaron? _____
8. How many miles is it from Pratt, to Meade, to Liberal? _____

MASTER FOR REPRODUCTION L

SCALE DRAWINGS COMPUTING MILEAGE

DIRECTIONS

Distribute handout. Have the children use the map to gain information to complete the questions.

ANSWERS

1. 80
2. 70
3. 160
4. 50
5. 110
6. 180
7. 320
8. 160

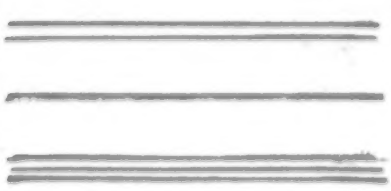
Map Skills

Reading Legends

INTERSTATE HIGHWAY

STATE HIGHWAY

U.S. HIGHWAY



U.S. HIGHWAY

2 LANE HIGHWAY

INTERSTATE HIGHWAY

MASTER FOR REPRODUCTION M

MAP SKILLS - READING LEGENDS

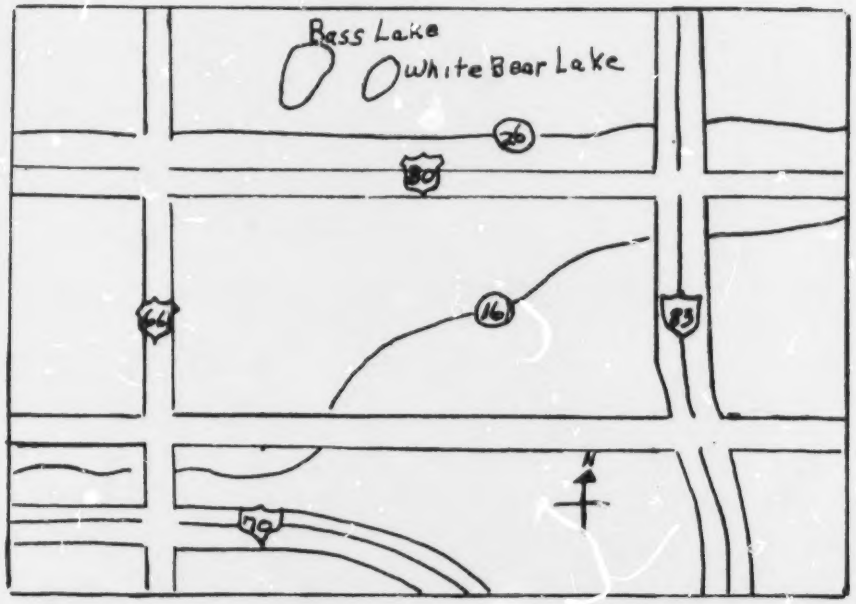
DIRECTIONS

This is an enlarged portion of a legend found on most state maps. It is to be used to introduce reading legends. This can be used as an overlay or study sheet. Have the children find the number of the state highway and the number of the U. S. highway.

Variation: Discuss the differences in highway markers, types of roads and highways, and the reasons for selecting a route.

MAP READING SKILLS

Directions and Reading a Legend



DIRECTIONS:

Fill in the blanks.

1. Highway number 66 is a _____ highway that runs _____ and _____.

2. Interstate highway number_____runs north and south.

3. State road number 26 runs _____ and _____.

4. Interstate highway number _____runs mostly _____ and _____.

MASTER FOR REPRODUCTION N

MAP READING SKILLS

DIRECTIONS

Distribute the handout. Have the children complete the blanks using the map as a guide.

*NOTE TO TEACHER - The legend may or may not be left on the map. This can be used as a culminating activity.

ANSWERS

Identification of types of highways and numbers.

1. U. S., north-south
2. 83
3. east, west
4. 70, east, west

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DRAWING A MAP ACCORDING TO SCALE

Draw your own map using a scale of miles that you have designed yourself.

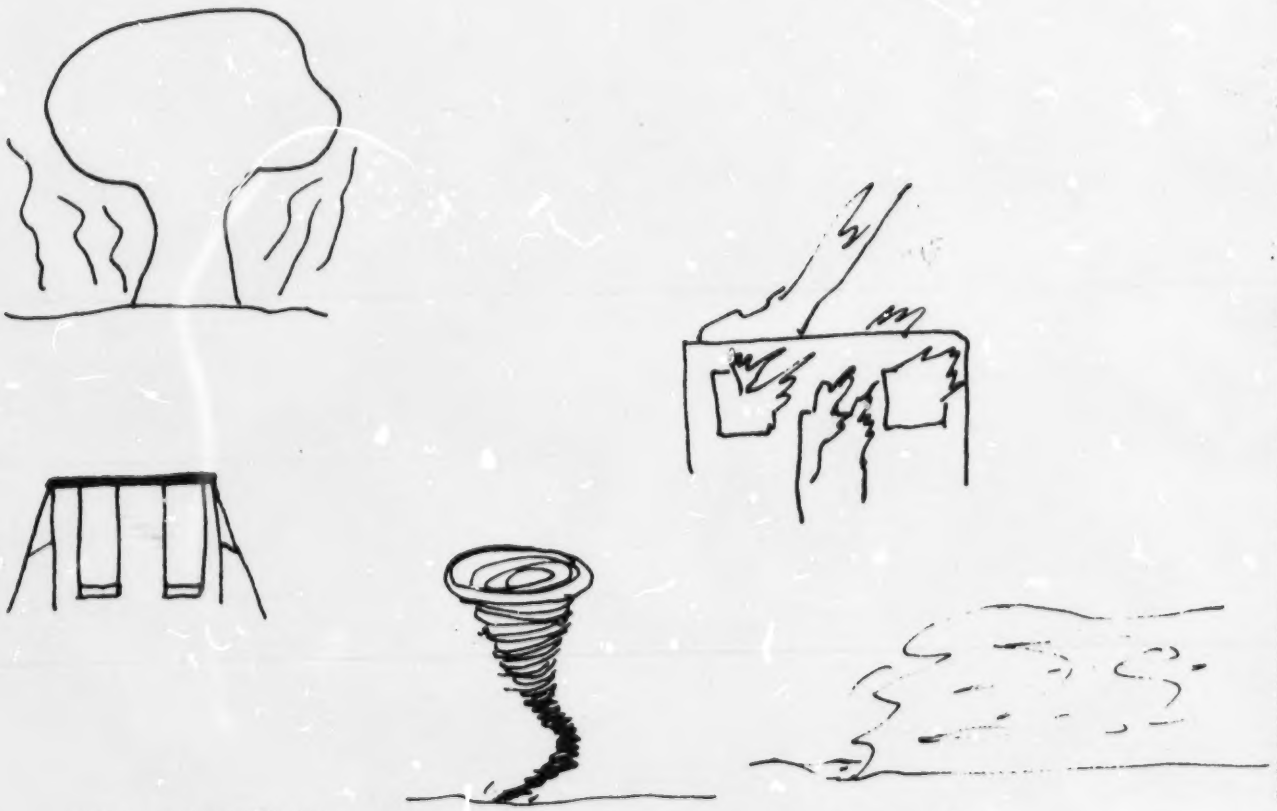
MASTER FOR REPRODUCTION O

DRAWING A MAP ACCORDING TO SCALE

DIRECTIONS

This is a culminating activity. Children draw a map using their own scale of miles. Possible teacher suggestions for this activity: Give children suggestions about areas they may draw, i. e., the community, the street area around the school and home, the yard area around the home or school, or areas around the school or home. The teacher may also require students to include a legend with directions, symbols that indicate roads, streets, etc.

SCHOOL ENVIRONMENTAL SAFETY ACTIVITIES



UNIT OBJECTIVES:

1. The student will acquire the knowledge to effectively cope with potential hazards within the school environment.

2. The student will be able to follow recommended procedures when confronted with simulated or real disaster warnings.

CONCEPTS: To acquaint the children with the fire drill route. To have the children research and gain a better understanding of the fire drill, people involved, its purpose, distinguishing the sound of the fire drill bell and the all clear bell, and the reasons for having a fire drill.

1. NEWSPAPER PROJECT

Have the children interview the people that assume roles of importance during a fire drill. Have them find out what they do during a drill and how it benefits the school as a whole. Possible people to be interviewed are: custodian, principal, secretary, etc. The interviews could be written in a newspaper entitled, "Now Hear This" and distributed to the classes. The route that the class takes could also be outlined in the paper. This could be an activity for NFP Week. If so, the children could research the purpose of this week that has been set aside for fire prevention, and could include information on this in their paper.

NOTE: National Fire Prevention Week is held in October as a remembrance of the Great Chicago Fire.

2. DISCRIMINATION OF WARNING SOUNDS

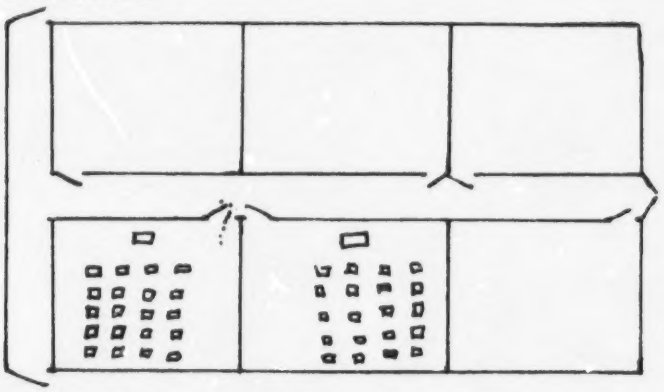
Under proper supervision, children tape warning sounds that they hear around them. For example, police, fire truck, ambulance sirens, fire drill, all clear signal, air raid siren. Children identify the different sounds and tell what procedures they would use when they hear each sound.

3. BULLETIN BOARD - EXIT ROUTE

Have children discuss the route they would take to get out of the building and the route that they would take back into the building when they practice a fire drill. Have them indicate the route by placing bulletin board tacks with large plastic heads (or small nails) on the bulletin board. (Be sure to place this row of tacks near the right edge of the route.) Then have them repeat this for the return route. (Be sure this row of tacks is placed near the right edge of the route.) Take a piece of string and tie it into a circle around the entire group of tacks.

Make the outline of a child on a 3" x 5" piece of cardboard, color, cut out, and glue to the outside of the string near the location of the set-up classroom. Pull the string so that the person moves in the direction of the exit and to the assigned area for safety. The string could continue to be pulled until the paper figure gets back into the classroom. At various intervals of moving, the children may discuss procedures, i.e. outside safety area.

Classroom -



This could also be an individual project done on board or cardboard.

4. POSTED FIRE DRILL PROCEDURES

Children should be made aware of where fire drill information is posted in their classroom. They discuss the posted information and evaluate its contents.

5. ALL ABOUT FIRE SAFETY

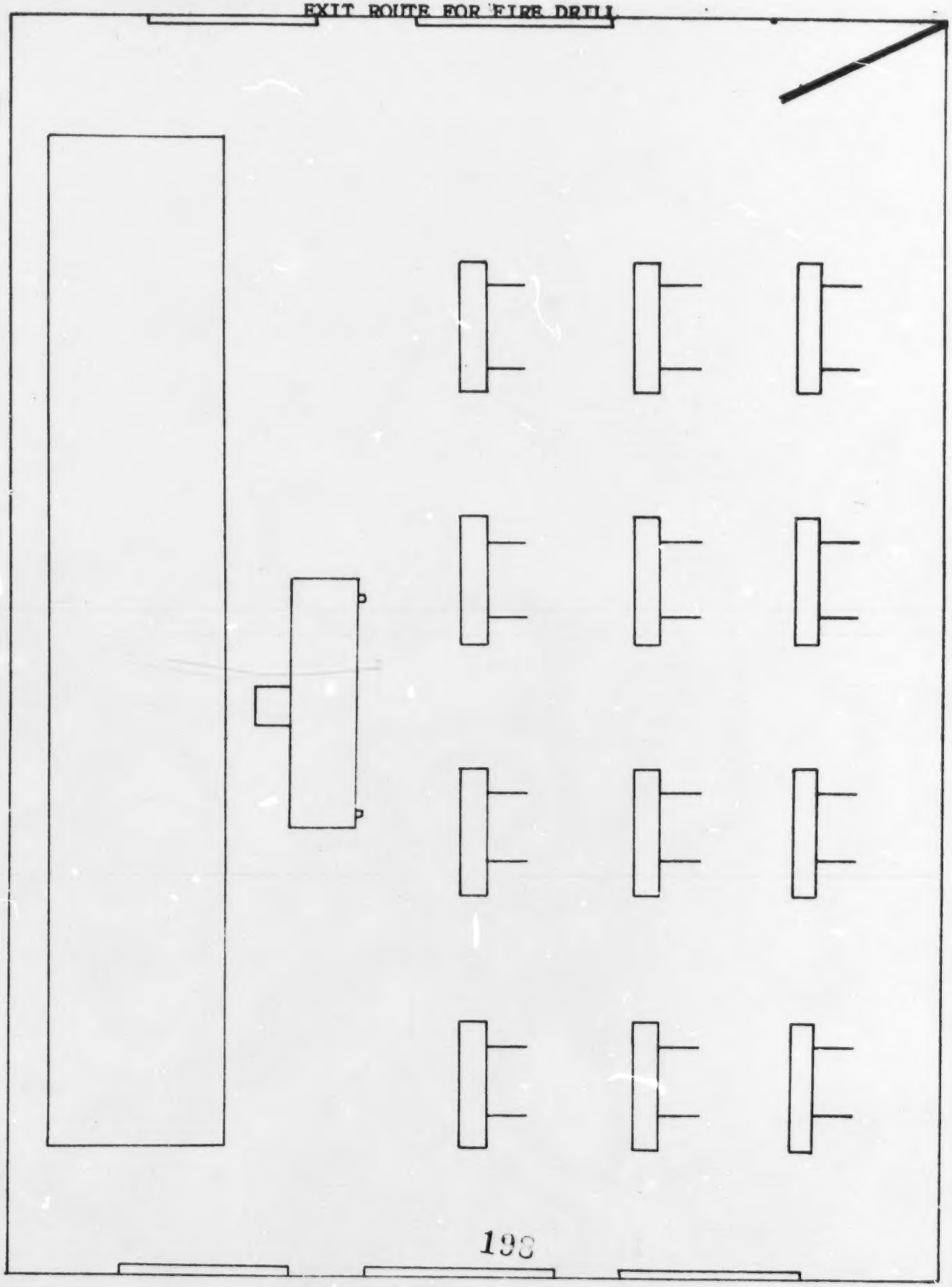
(A survey can be taken in the school and the results made into a bulletin board.)

What, Where, Why, When, Who, and How questions should be designed for Fire Safety Survey.

6. MASTERS FOR REPRODUCTION

A - Exit Route for Fire Drill

B - Fire Drill Exit Procedure


EXIT ROUTE FOR FIRE DRILL

MASTER FOR REPRODUCTION - A

EXIT ROUTE FOR FIRE DRILL

DIRECTIONS

Distribute ditto and discuss proper exit from classroom. After discussion children draw in route from their seat to exit door.

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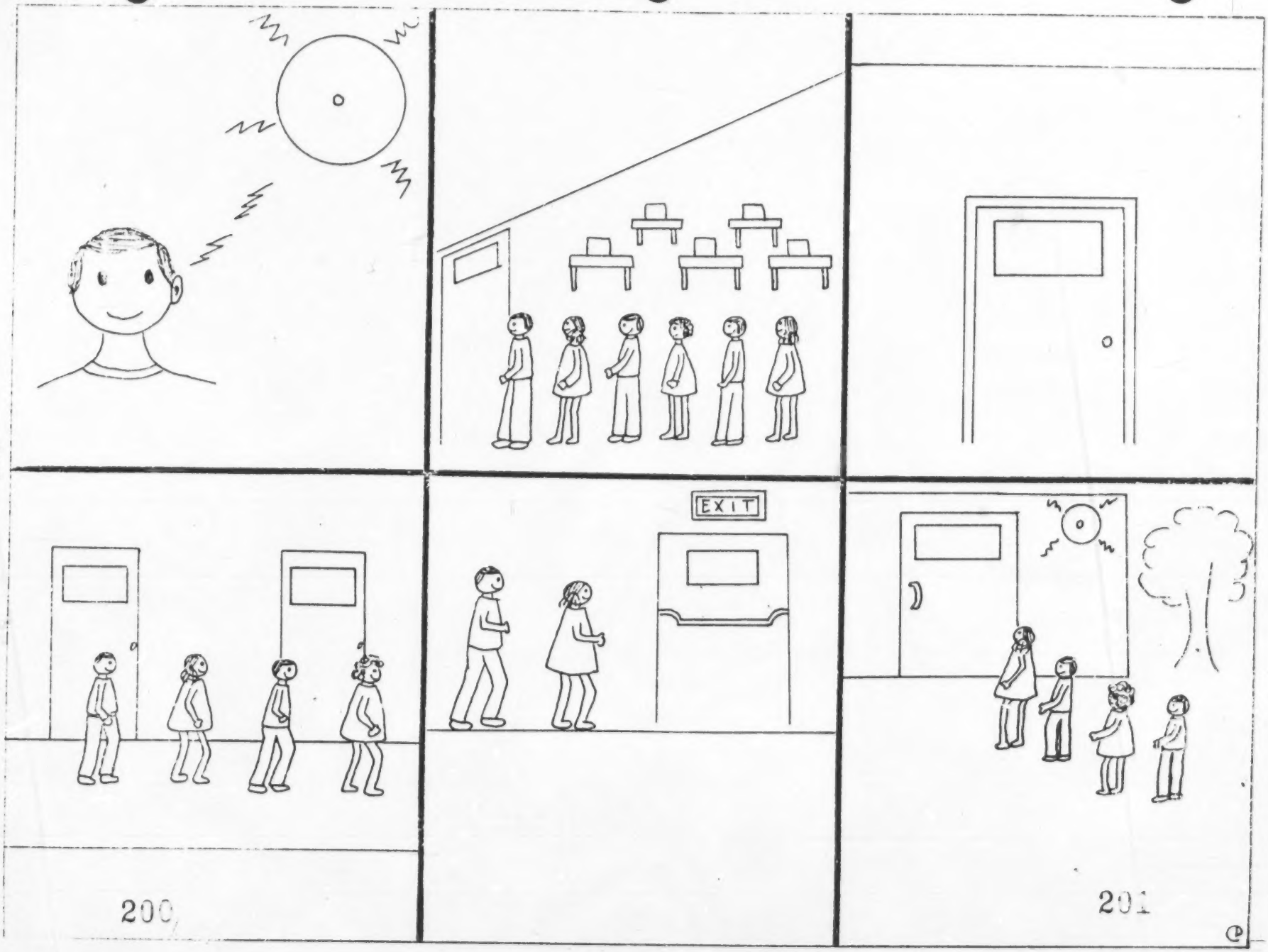
EXIT
200
201

MASTER FOR REPRODUCTION - B

FIRE DRILL EXIT PROCEDURE

DIRECTIONS

Distribute the ditto and discuss each step in sequence with the children. For further emphasis, children cut out pictures in random order and place in proper sequence.

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INTRODUCTION: Traffic Safety procedures and attitudes carry over to the school building. Basic attitudes of courtesy and safe procedures affect the student in the street, playground, school halls and the classroom. The following activities are provided to illustrate this fact. They can be used to draw analogies involving safety areas other than traffic.

1. Model Playground - Have the children design model pieces of play equipment. Materials for equipment may be toothpicks, pipe cleaners, small pieces (chips) of wood, or extremely thin wire. Pieces of play equipment that the school may already have, may be designed or the children can look for pictures and design their models from them. These can be placed on a table top that has been previously covered with butcher paper. The children can color the grounds on the paper, then the equipment can be placed in areas that are similar to those of the school. Children can design playground format of their own. Models can be attached to the table with pieces of modeling clay.

2. Watch Out! Review general school safety with the children. Have each child draw a picture or dramatize a hazard that can happen at school, i.e. - running in classroom, going down slide backwards, pointing scissors at another child. Have the children show their pictures to the class. The class identifies what is happening and the possible consequences. Pictures could later be placed on a bulletin board, "Are You Looking for Safety?"

3. Safety Suggestions Box - Have the class place a box in a central location in the school. Have them post a note nearby that indicates that they are seeking information about hazards in school or on the playground. Suggestions on how to improve safety are needed. Have the class study hazards they have found. If there are valid criticisms or suggestions, take these to a building administrator for further consideration.

4. Bad Day for Suzy - Read Aloud Story - Working with emotions and expected outcomes - Suzy had a Bad Day - it seemed that everything she did was wrong - Let's find out what she did and maybe we can find out why.

SUZY WAS SITTING IN CLASS WAITING FOR THE BELL TO RING. HER TEAM HAD LOST TO ANOTHER TEAM IN THE GAME THAT HAD JUST BEEN PLAYED, AND SHE WAS UPSET FOR SHE WANTED HER TEAM TO WIN. AS THE BELL RANG SUZY JUMPED UP AND RAN TO THE DOOR. SHE DROPPED A BOOK ON HER WAY OUT AND BENT DOWN AND PICKED IT UP. SHE HURRIED TO THE DOOR AND SWUNG IT OPEN. AS THE DOOR SWUNG OUTWARD IT HIT A GIRL WALKING DOWN THE HALL. SUZY SAID, "I'M SORRY", AND CONTINUED WALKING DOWN THE HALL AT A FAST PACE.

SUDDENLY A LOUD "BASH" NOISE RANG OUT IN THE HALLWAY AS SUZY RAN INTO AN OPEN LOCKER. SUZY'S FRIEND JANE SAW IT HAPPEN, AND SHE RAN OVER TO SUZY TO SEE IF SHE WAS HURT. SUZY SAW JANE AND SAID, "BOY, AM I EVER GLAD TO SEE YOU." JANE SAID, "ARE YOU HURT?" SUZY SAID, "NO, BUT WHAT A DAY THIS HAS BEEN." "WHY?", ASKED JANE. SUZY TOLD HER STORY TO JANE. JANE SAID TO SUZY, "I KNOW WHY A LOT OF THESE THINGS HAPPENED TO YOU." AND JANE EXPLAINED WHY.

1. Why do you think Suzy had so many accidents?

2. What could she have done after the first accident?

3. How could the other accidents have been avoided?

4. What can you learn from Suzy's lesson?

STORMS

INTRODUCTION OF DISASTER DRILL PROCEDURE

Familiarize the children with the disaster drill procedure during the first few days of school so that they'll be prepared for the initial drill. (Procedures vary from county to county)

BULLETIN BOARDS - KINDS OF WEATHER

Pictures of possible hazards in the following weather conditions.

1.
2.
3.

Rainy-Cloudy — Sunny-Clear

Foggy — Hail

Hurricane — Tornado

BLIZZARD - RESEARCH

Have the children look up the word "blizzard" in a dictionary and encyclopedia. Discuss scientific aspects of a blizzard. Discuss the results of a blizzard on the individual. Elicit how one can prepare for a blizzard. How can it change your life? Encourage creative writing activity based on what the child would do to protect himself if he were caught in a blizzard.

TEACHER INFORMATION

HURRICANE

APPROACHING STORM

Use only official information. Keep radio or TV on and listen for latest official storm information. If power fails, use battery radio and continue to listen throughout the storm. Decide what you are going to do and where you are going to stay. If near a coastal area, residents should get away from low-lying beaches or other locations which may be swept by high tides or storm waves. Be sure there is extra food and that it can be eaten without cooking or little preparation (non-refrigerated). There may be a shortage of water. Therefore, fill containers full with water. Make sure flashlights and other emergency lights are working and that nearby lanterns and candles can be used. Be sure that matches are nearby. If walking for protection, be aware of blowing objects. If driving for protection, have a full gas tank for the pumps that are run on electricity because in the event of a power failure, there wouldn't be any gas.

DURATION OF STORM

Be calm and cautious and continue to listen to reports from the weather bureau, Red Cross, and other local agencies. Keep inside. Close window on windward side and keep one open on leeward side if it is a tornado or hurricane. If the center or eye of a hurricane passes directly over you, there will be a lull in the wind lasting from a few minutes to half an hour or more. Stay in a safe place. During and after a storm, washed out or flooded highways, streets, may be blocked by fallen trees, poles and wires...avoid them. Stay away from disaster areas. Walk and drive cautiously. Be aware of trees or branches that may be weakened and ready to fall, for buildings that may be near collapse, and for bridges or roads that may be damaged or ready to give way under the added weight of passing cars. Debris-filled streets are dangerous so keep your eyes on the road. Along the coast, and near streams, the soil may be washed from beneath the pavement, which may collapse under the weight of the vehicles.

TORNADO

Go for shelter. If in open country, move away from it at right angles. If unable to escape, lie flat in the nearest ditch or ravine. If near a building, go inside--preferably in a steel-reinforced building. Avoid auditoriums, gymnasiums, or other large halls with large poorly supported roofs. If in a house, stand in an interior hallway or a lower floor, or climb under

heavy furniture in the center of the house. Safest spot is the corner of the basement toward the direction from which the tornado is approaching. Place hands over head - squat. If there is insufficient time to go to shelter, students should go to inside wall of the room away from windows, squat on the floor next to a wall, keep head down or get under the desks or furniture either by squatting or lying prone on floor, face down.

BLIZZARD

Several layers of loose-fitting, lightweight but warm clothing are best protection against the cold. Mittens, tight at the wrists are warmer than gloves with fingers. If vehicle gets stuck, stay with it where rescuers can more easily spot you. Don't attempt to walk for help, for it is easy to lose direction and become lost. Don't stay in one position for too long. Clap your hands and move arms and legs vigorously from time to time to stimulate blood circulation and keep muscles from getting cramped. Buses have 2-way radios to use for calling help. There may be an early dismissal from school. School bus driver should care for children he is unable to deliver. In the morning, listen for school closings on the news.

FLOODS

Bus--during a flood, it may be necessary for a bus to use an alternate route. If so, parents must be notified in advance as to adjusted bus routes, where the child will be picked up and taken to.

SUBJECT AREA CROSS REFERENCE

KEY: G - Group
I - Individual
T - Teacher Directed Activity
* - Master for Reproduction

	TYPE OF ACTIVITY	PAGE NUMBER
ART		
Pedestrian Perceptual Safety		
1. School Bus Cutout	T-G	107
Auto Passenger Safety		
1. Past, Present and Future	T-I	151
2. Street Scene	T-G	140
3. Watch Out!	T-G-I	149
School Environmental Safety		
1. Model Playground	T-G	174
2. Watch Out!	T-G-I	174
BULLETIN BOARD		
Pedestrian Perceptual Safety		
1. Sound Activity	T-G	44
School Environmental Safety		
1. Exit Route	T-G	168
2. Kinds of Weather	T-G-I	176

MASTERS FOR REPRODUCTION

KEY: MATH - Mathematics
NISA - Non-Integrated Safety Activities
RDG - Reading
SCI - Science
SS - Social Studies

Pedestrian Perceptual Safety

1.	An Imaginary Place R	SCI	T-I	44,47
2.	A Traffic Sign Rebus Story L	RDG	T-I	15, 30
3.	Catch That Gorilla - Quick A[1]	SCI	T-G-I	73, 76
4.	Circle C	RDG	T-I	10-12
5.	Color the Higher Tone S	SCI	T-I	50, 52
6.	Completing the Traffic Scene K	RDG	T-I	15, 28
7.	Designing Traffic Patterns with a story M	RDG	T-I	32-34
8.	Directionality Pre-Test A	RDG	T-I	3-5
9.	Directionality Pre-Test B	RDG	T-I	6-7
10.	Following Written Directions N	RDG	T-I	32, 35
11.	Light Can Be Reflected Many Times Y	SCI	T-I-G	60, 69
12.	Line Alignment D	RDG	T-I	10, 13
13.	Locate and Color Shapes F	RDG	T-I	15, 18
14.	Locate and Color Shapes G	RDG	T-I	15, 20
15.	Reflection Study Sheet V	SCI	T-G-I	57, 63
16.	Shape Count E	RDG	T-G-I	15-17
17.	Shapes Within the Intersection H	RDG	T-G-I	15, 22

18. Shapes Within the Intersection I	RDG	T-G-I	15, 24
19. Symbols Send a Message J	RDG	T-I	15, 26
20. Trace the Path of Light U	SCI	T-G-I	57, 61
21. Trace the Path of Light if Reflected from Reflectors Z	SCI	T-I	73-75
22. Traffic Talk P	RDG	T-G-I	32, 39
23. Using a Mirror to See Around A Corner X	SCI	T-G-I	57, 67
24. What Can You See When You Look Into a Mirror? T	SCI	T-G-I	57-59
25. What Sounds Would You Hear If You Were At? Q	SCI	T-I	44-46
26. What Will You See in the Mirror? W	SCI	T-G-I	57, 65
27. What Would Happen If? O	RDG	T-G-I	32, 37

School Bus Safety

1. At the Stop E	NISA	T-G	94, 99
2. Entering F	NISA	T-G	94, 101
3. Exiting H	NISA	T-G	94, 105
4. Fun With Words D	RDG	T-I	94, 97
5. How Much Do You Remember? A	RDG	T-I	87-89
6. Original Poems B	RDG	T-G-I	90-92
7. Riding G	NISA	T-G	94,103
8. Words Tell the Story C	RDG	T-I	94-96

Bicycle Safety

1. Creative Writing D	RDG	T-I	114, 121
2. Understanding a Paragraph F	RDG	T-I	114, 125
3. Understanding Sentences E	RDG	T-I	114, 123

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Basic Writing Strokes - Kit No. SKB-101
Figure Ground Discrimination
Multi-Match Cards - Kit No. SKB-600
Shapes - Kit No. SKB-200
Visual Motor Sequencing - SKB-100

Instructive Devices, Inc. How Do You Go To School? (Bus Safety). Pawtucket, Rhode Island 02860: Instructive Devices, Inc., Packet includes:

1 - 35mm filmstrip
1 - sing-a-long cassette
30 - cartoon booklets
1 - LP record
1 - talk-a-long cassette
12 - safety posters
Teaching Guide

This program covers 22 important rules for school bus safety in song, verse and narration.

Milton Bradley Company. Miniature Traffic Sig s. Des Plains, Illinois 60018: Milton Bradley Company.

Milton Bradley Company. Useful Signs to See and Read. Des Plains, Illinois 60018: Milton Bradley Company. (Teaching aid for functional reading programs. Thirty large cards contain traffic, driver education and safety signs which children are likely to encounter in every day living. Suggestions for use are included.)

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National Safety Council. Teaching About Safety. 425 N. Michigan Ave., Chicago, Illinois 60611: National Safety Council. (Elementary Education Resource Units. These units offer a comprehensive but flexible guide for helping children to learn about safety. Each unit deals with an individual safety topic and is prepared on three levels (pre K through 1, 2 and 3, and 4 through 6.) Each level contains its own behavioral objectives, content outline and suggested learning and evaluation activity. Supplementary materials for copying and a list of additional resources are also included. An important feature of each unit is the introduction to the teacher which explains the basic goals of safety education and suggests ways in which the resource unit can be used. Units may be purchased separately.)

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Walt Disney Study Prints. Bicycle Safety Set No. 102. 545 Cedar Lane, Teaneck, New Jersey 60068: Walt Disney Films. (A series of 9 study prints based on the Walt Disney 16mm film titled, "I'm No Fool with a Bicycle." Each print contains teaching aids and suggested activities printed on the back.)

Walt Disney Study Prints. Fire Prevention. 545 Cedar Lane, Teaneck, New Jersey 60068: Walt Disney Films. (A series of 9 study prints based on the Walt Disney 16mm film titled,"I'm No Fool with Fire." Each print contains teaching aids and suggested activities printed on the back.)

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Films

Auto Passenger

How and Why to Use Safety Belts. (16mm, color, 8 min.) A definitive in-depth approach, dramatizing the need for safety belts, and explaining why safety belts save lives. Footage covers standard seat belts, lap-shoulder belts, full-harness belts, and includes the best current protection for the traveling child. Buckle assemblies and buckle adjustments for foreign as well as domestic model cars are explained in detail, with instructions for use and maintenance of these as well. Available from American Safety Belt Council, Inc., Public Education Office, P. O. Box 539, Los Angeles, Calif. 90028.

Safety Belt for Susie. (16mm, color, 11 min.) Child's doll dramatizes need for seat belts in rear seat for children. Purchase or rent from University of Illinois, Visual Aids Center, Division of University Extension, Champaign, Ill., 1964.

She Purrs Like a Kitten. (16mm, color, 5 min.) A pair of elderly ladies in a chauffeur-driven car are busily chatting. The narrator says sarcastically that they have too many fascinating things to talk about to fasten their safety belts. The car stops suddenly and they both are shown getting up and back into their seats in a "comic" manner. In a second' shot of the ladies later in the film, the narrator says that safety belts are important to car maintenance because you can avoid "body repairs". Again at the end of the film, he reminds viewers to keep their safety belts fastened. Available from Data Films, 2625 Temple St., Hollywood, California.

Bicycle

A Monkey Tale. (16mm, b&w, sound, 9 min.) A family of monkeys demonstrates both safe and unsafe ways to drive a bicycle. Available for purchase from Encyclopedia Britannica Films, 425 N. Michigan Ave., Chicago, Illinois.

Bicycle Safety. (16mm, b&w, sound, 11 min.) Driver responsibilities explored include bicycle maintenance and obeying traffic rules. Available for purchase from McGraw-Hill Co., Text-film Division, 330 W. 42nd St., New York, N.Y. 10036.

Bicycle Safety Program. Film Loops, Inc.,P. O. Box 2233, Princeton, New Jersey, 1971.

Bicycle Safety Skills. (16mm, color or b&w, sound, 11 min.) The theme "good cyclists today, good motorists tomorrow," is emphasized. A youngster shows his small brother safety practices that make cycling safe as well as enjoyable. Available for purchase or rental from Coronet Instructional Films, 65 E. Water St., Chicago, Illinois 60601.

Bicycling Safely Today. (16mm, 20 min.) Pleasantly illustrates how cyclists can achieve full enjoyment from their wheels. It is the perfect film for solving safety problems in the community. Available on loan from Bicycle Institute of America, 122 E. 42nd St., New York, N.Y. 10017, 1972.

I'm No Fool with a Bicycle. (16mm, color) The bicycle, as Jiminy Cricket points out, is a wonderful invention--even more wonderful if we know the right way to do things with it. After tracing the history of the bicycle from its first invention in France around 1810 up to the modern safety bike as we know it today, Jiminy graphically illustrates the wrong and the right things to do with a bike. He's strongly recommending the latter, that is - "If you want to live to be 92." Available for purchase or rental from Walt Disney Educational Materials Co., 495 Route 17, Paramus, New Jersey 07652, 1971.

Once Upon a Bicycle. (16mm, b&w, sound, 10 min.) In this film the young cyclist is likened to the driver of other vehicles. Under the guidance of a motorcycle officer, youngsters are shown how to drive their bicycles safely. Available from National Child Safety Council, 125 W. Pearl St., Jackson, Michigan. Free loan to members of the National Child Safety Council.

One Got Fat. (16mm, color, 15-1/4 min.) Ten bicycle drivers are prevented from reaching their destination by individual mistakes. Purchase or rent from Henk Newhouse, Inc., 1017 Longaker Road, Northbrook, Illinois 60062, 1963.

Safety on Two Wheels. (16mm, color, 6-1/2 min.) Produced and available from Aetna Life Insurance Company, Hartford, Conn.

Seven Rules of Bicycle Safety. (16mm, color, 6-1/2 min.) 7 rules accepted by safety experts are demonstrated in this film for children. The positive approach is taken by showing only the right way to drive a bike. Purchase from Anthony Lane Film Studios, Inc., 7401 Wayzata Blvd., Minneapolis, Minn. 55426, 1965.

Stop and Go On a Bike. (16mm, sound, color, 13 min.) A boy named Chuck discovers that courteous behavior on a bike is not only safer, but more fun. He learns his lesson with the help of two safety puppets and a policeman. Available on free loan from Association Films, Broad and Elm Sts., Ridgefield, New Jersey 07657.

The Bicyclists. (16mm, sound, color, 15 min.) A Danish film with English narration. The story of a lively red bicycle and its two owners: one who obeys all the rules and one who does not. Available for rental from WesternnCinema Guild, 244 Kearny St., San Francisco, Calif. 94108.

The Day the Bicycles Disappeared. (16mm, color, 14 min.) Safe and courteous bicycle driving habits are presented in fantasy form. Purchase from American Automobile Association Foundation for Traffic Safety, 1712 G St., N.W.,Washington, D. C.

You and Your Bicycle. (16mm, b&w, 10-1/2 min.) Hazards met on a trip to the store for Mom, safety maintenance and correct driving habits are featured. Purchase or rent from Progressive Pictures, 1810 Francisca Court, Benifica, Calif. 94510, 1961.

Your Bicycle and You. (16mm, sound, color, 13 min.) Compares bicycles and automobiles, discusses bicycle operation and care as well as rules of the road. Available for purchase from Modern Learning Aids, Division of Modern Talking Pictures, 3 E. 54th St., New York, N. Y. 10022.

Filmstrip

I'm No Fool with a Bicycle. Riding a bicycle in 1810 in France was probably just as much fun as it is today in America... but even our modern safety bike can be dangerous. Jiminy Cricket traces the history of this popular invention and demonstrates the rules for safe riding. He urges children to keep their bikes in good working order and to follow automobile safe driving regulations. Available from Walt Disney Educational Materials Co., 495 Route 17, Paramus, New Jersey. 33-1/3 rpm record and filmstrip available from Maryland State Department of Education, Safety and Transportation, P. O. Box 8717, Friendship International Airport, Baltimore, Maryland 21240.

Films

Bus .

Bus Driver's Helpers. (16mm, color, 10 min.) Explains proper school bus conduct to elementary pupils. Available for purchase from AIMS Instructional Media Services, Inc., P. O. Box 1010, Hollywood, California 90028.

In Step with Safety. (16mm, color, 14 min.) Gives children the rules for school bus safety and the reasons for observing them. Available for purchase from Robert M. Carson Productions, Box 1306, Winter Park, Florida 42790, 1960.

Safety On Our School Bus. (16mm, color or b&w, 11 min.) Explains proper procedure for getting on and off a bus and six common sense rules for safe conduct. Available for purchase from Encyclopedia Britannica Educational Corp., 425 N. Michigan Ave., Chicago, Illinois 60611.

School Bus Patrol. (16mm, color & b&w, 14-1/2 min.) Shows how a school bus patrol operates. Available for purchase or loan from American Automobile Association Foundation for Traffic Safety, 1712 G St., N. W., Washington, D. C. 20006.

School Bus Safety With Strings Attached. (16mm, b&w, 18 min.) Using folding chairs and student volunteers, the narrator creates a hilarious school bus ride to demonstrate the rules of passenger safety and etiquette. Available for purchase from National Safety Council, 425 N. Michigan Ave., Chicago, Illinois 60611. Stock No. 278.13, 1964.

The School Bus and You. (16mm, color, 10 min.) Designed to teach school bus safety and courtesy to elementary school children. Purchase or rent from Mogull's, 112-14 W. 48th St., New York, New York 10039, 1964.

Filmstrips

Here's How We Ride a School Bus. Sponsored by the Ontario Department of Transportation. Has been designed to encourage pupil participation and discussion. For this reason, there is no sound track. This provides full flexibility to meet every teaching situation.

School Bus Safety. Safety rules for school bus passengers. Available for purchase from Visual Sciences, P. O. Box 599, Suffern, New York 10901.

Films

Pedestrian

A First Film on Finding Your Way to School Safely. (16mm, color, 9-1/2 min.) recognizing landmarks and understanding safety rules. Rental $6.50. Sale $120.00. B.F.A. Educational Media, 2211 Michigan Avenue, Santa Monica, Calif. 90404.

Dick Wakes Up. (16mm, b&w or color, 13 min.) Dick, who had an accident because he ran into the street without looking, dreams in the hospital that he has two other selves named Good Judgment and Bad Impulse. He learns about good safety practices from their arguments. Available for purchase or loan from American Automobile Association Foundation for Traffic Safety, 1712 G. St., N. W., Washington, D. C., 1955.

I'm No Fool as a Pedestrian. (16mm, color) Ever since the Egyptians built the first paved roads in 3000 B. C., the pedestrian has been fighting for his life. The sidewalk, first invented in Paris in 1780, gave some relief but soon the automobile came and the pedestrians' lives were again hazardous. To survive, the pedestrian has had to learn how to walk properly--where to walk--and when to walk. Only by following the rules can the pedestrian successfully reach his goal from one place to another. Available from Walt Disney Educational Materials, 495 Route 17, Paramus, New Jersey 07652, 1971.

Let's Stop and Go Safely. (16mm, 18 min.) Illustrates several street safety situations such as roller skating, running between parked cars, crossing intersections, and how observing rules prevents accidents. Rental $4.50. Roa's Films, 1696 N. Astor St., Milwaukee, Wisconsin 53202.

Look Alert - Stay Unhurt. (16mm, b&w, 14 min.) emphasizes the causes of many pedestrian accidents and how they can be avoided. National Film Board of Canada.

On Your Own. (16mm, b&w or color) A captivating comparison of pedestrian safety rules and training with the training of an astronaut. Available for purchase from Sid Davis Productions, 2429 Ocean Park Boulevard, Santa Monica, California 90405, 1962.

Timothy the Turtle. (16mm, 5 min.) emphasis on watching for turning cars. American Automobile Association, Washington, D. C., ($13.00) (Part of the "Otto the Auto" Series), 1959.

Filmstrips

I'm No Fool as a Pedestrian. Egyptians built the first paved roads in 3000 B. C., and pedestrians had to start dodging reckless chariot drivers...the first in a long history of walking safety problems. The sidewalk, invented in 1870 in Paris, gave some respite, but soon the automobile created more hazards. Jiminy tells how, when and where to walk in order to avoid accidents. Available from Walt Disney Educational Materials Co., 495 Route 17, Paramus, New Jersey 07652. 33-1/3 rpm record available from Maryland State Department of Education, Safety and Transportation, P. O. Box 8717, Friendship International Airport, Baltimore, Maryland 21240.

Street Safety. Primary to intermediate, color, cost $6.50. McGraw-Hill Text-films, 330 W. 42nd St., New York, N.Y. 10036.

Walking to School. Primary, color, Curtis Publishing Co., Audiovisual Materials Division, Independence Square, Philadelphia, Pennsylvania 19105.

Films

School Safety. (16mm, color) Proves that something can be done to prevent needless and tragic loss of life because of fire. Donald and his nephews present a convincing solution to the problem. Each family must be prepared to follow a prearranged fire escape plan when fire strikes a home. The need for a plan--how to make a plan--and how to carry out a plan--is the vital message and the theme of this film. Available for lease or rental from Walt Disney Educational Materials Co., 495 Route 17, Paramus, New Jersey.

Handling Garden Tools Safely. (8mm, color, sound, 3 min.15 sec.) Proper use of rakes, forks, shovels and other garden equppment as well as the importance of proper storage is illustrated through a real-life situation. Available from Encyclopedia Britannica Educational Corp., 425 N. Michigan Ave., Chicago, Illinois 60611, 1968.

Handling Knives and Scissors Safely. (8mm, color, sound, 2 min. 35 sec.) A youngster building a model airplane is the subject of this film that illustrates with animated diagrams the proper use of knives and scissors to avoid painful accidents. Available for purchase from Encyclopedia Britannica Educational Corp., 425 N. Michigan Ave., Chicago, Illinois 60611, 1968.

I'm No Fool with Fire. (16mm, color) A cave man first discovered he could produce fire by striking two rocks together and history reveals that since that time fire has been one of man's best friends as well as one of his deadliest enemies. From bitter experience, man has learned he must understand fire--how to start it--how to control it--and how to put it out. Jiminy Cricket presents the basic rules of fire prevention and fire fighting summing up his philosophy when he states, "The best way to fight fire is not to have one in the first place." Available from Walt Disney Educational Materials, 495 Route 17, Paramus, New Jersey 07652, 1971.

Junior Fire Department. (16mm, b&w, 20 min.) Shows how fire prevention education may be taught in public schools and how these lessons can influence fire safety at home. Purchase from Cinesound Company, 1037 N. LaBrea Avenue, Hollywood, California.

Sixty Seconds to Safety. (16mm, b&w, 12 min.) Points out common fire hazards in schools. Available for purchase, rent or loan from American Film Registry, 1018 S. Wabash, Chicago, Illinois 60605.

The Fire Triangle. (16mm, color or b&w, 13 min.) Demonstrates how firemen control fires by eliminating one of the three components of fire. Purchase or rent from University of Texas, Visual Instruction Bureau, Austin, Texas, 1962.

Trouble Takes No Holiday. (16mm, color, 17 min.) How a false alarm sparks a school campaign to re-educate pupils to be fire-safety conscious. Purchase or loan from Association Films, Inc., 600 Madison Avenue, New York, N.Y. 10022, 1964.

Filmstrip

I'm No Fool with Fire. Long ago a cave man struck two rocks together and sparks flew...and ever since that time, mankind has been trying to control fire. Here Jiminy explains the dangers of fire, describes some of the advances our skill in using fire has made possible, outlines fire-fighting procedures, and presents basic fire prevention rules for young children to follow. Available from Walt Disney Educational Materials Company, 495 Route 17, Paramus, New Jersey 07652.

Games

Creative Playthings. Perception Plaques (a matching game). P. O. Box 1100, Princeton, New Jersey 08540: Creative Playthings.

Norbert Specialty Corp. Traffic Sign Bingo. New York, New York 10032: Norbert Specialty Corp.

Otto Maier Verlag. Positive and Negative (a perceptual matching game). New York, New York: manufactured by Otto Maier Verlag, Rauensburg, West Germany for Creative Playthings, a Division of CBS, Inc.

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Student Activity Books

Glavach, Matt J., Stoner, Donovan. Puzzles and Patterns. Austin, Texas: Steck-Vaughn Company, 1970.

Glogau, Lillian, Krause, Edmund. Let's See. St. Louis, Missouri: American Optometric Association, 1970.

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Teacher Preparation

American Mutual Insurance Alliance. Here's How - Traffic Safety Project Ideas. Stromberg Allen and Co., 1963.

Anderson, William G. Learning to Drive. Reading, Massachusetts: Addison Wesley Publishing Company, 1971.

Ashley, Rosiland Minor. Successful Techniques for Teaching Elementary Language Arts. West Nyack, New York: Parker Publishing Company, Inc., 1970.

Baltimore City Public Schools. Physical Education at the Early Elementary Level. Baltimore City Bureau of Publications, 1968.

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Braley, William T., Konicki, Geraldine, Leedy, Catherine. Daily Sensormotor Training Activities. Freeport, L.I., New York: Educational Activities, Inc., 1968.

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